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NOTICE OF FUNDING OPPORTUNITY (NOFO)

OPPORTUNITIES TO LEARN (OTL) ACTIVITY

NOFO #7206202 | RFA00002

USAID/NIGERIA



Issue Date: June 04, 2021

Deadline for Questions: June 14, 2021

Closing Date: July 05, 2021

Closing Time: 17:30 hours Local Nigeria Time (GMT +1)

Subject: **Notice of Funding Opportunity Number: 72062021RFA00007**

Program Title: **Opportunities to Learn (OTL) Activity**

Federal Assistance Listing Number: **98.001**

Ladies/Gentlemen:

The United States Agency for International Development (USAID) is seeking applications for a cooperative agreement from qualified entities to implement the OTL Activity. Eligibility for this award is not restricted.

USAID intends to make an award to the applicant(s) who best meets the objectives of this funding opportunity based on the merit review criteria described in this NOFO subject to a risk assessment. Eligible parties interested in submitting an application are encouraged to read this NOFO thoroughly to understand the type of program sought, application submission requirements and selection process.

To be eligible for award, the applicant must provide all information as required in this NOFO and meet eligibility standards in Section C of this NOFO. This funding opportunity is posted on www.grants.gov, and may be amended. It is the responsibility of the applicant to regularly check the website to ensure they have the latest information pertaining to this notice of funding opportunity and to ensure that the NOFO has been received from the internet in its entirety. USAID bears no responsibility for data errors resulting from transmission or conversion process. If you have difficulty registering on www.grants.gov or accessing the NOFO, please contact the Grants.gov Helpdesk at 1-800-518-4726 or via email at support@grants.gov for technical assistance.

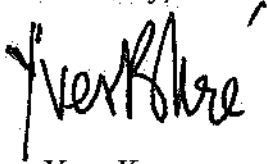
USAID may not award to an applicant unless the applicant has complied with all applicable unique entity identifier and System for Award Management (SAM) requirements detailed in Section D.6.f. The registration process may take many weeks to complete. Therefore, applicants are encouraged to begin registration early in the process.

Please send any questions to the point(s) of contact identified in Section D. The deadline for questions is shown above. Responses to questions received prior to the deadline will be furnished to all potential applicants through an amendment to this notice posted to www.grants.gov.

Issuance of this notice of funding opportunity does not constitute an award commitment on the part of the Government nor does it commit the Government to pay for any costs incurred in preparation or submission of comments/suggestions or an application. Applications are submitted at the risk of the applicant. All preparation and submission costs are at the applicant's expense.

Thank you for your interest in USAID programs.

Sincerely,

A handwritten signature in black ink, appearing to read 'Yves Kore', with a stylized flourish at the end.

Yves Kore
Agreement Officer

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SECTION A: PROGRAM DESCRIPTION

This funding opportunity is authorized under the Foreign Assistance Act (FAA) of 1961, as amended. The resulting award will be subject to 2 CFR 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, and USAID’s supplement, 2 CFR 700, as well as the additional requirements found in Section F.

Note: The term “program” as used in 2 CFR 200 and this NOFO is typically considered by USAID to be an Activity supporting one or more Project(s) pursuant to specific Development Objectives. Please see 2 CFR 700 for the USAID specific definitions of the terms “Activity” and “Project” as used in the USAID context for purposes of planning, design, and implementation of USAID development assistance.

OPPORTUNITIES TO LEARN (OTL) ACTIVITY

I. Summary

Purpose: The USAID/Nigeria OTL activity aims to equip out-of-school children and youth in northeast Nigeria with the foundational skills needed to progress to higher levels of education, training and/or engagement in the workforce.

The proposed activity will directly contribute to USAID/Nigeria’s Development Objective 2—A healthier, better educated population—via Intermediate Result 2.2—Improved learning outcomes in targeted states. The primary beneficiaries for this activity will be children and youth ages 9 to 15 years, particularly displaced and host community children in conflict-affected communities where education has been disrupted or is otherwise not accessible.

Scope: Selected communities in Borno and Yobe states, with the potential to expand to a third state, either Adamawa or Gombe.

II. Background

A. Context of Education in Nigeria

Nigeria is Africa’s largest economy, most populous country, and largest democracy, but it faces daunting human development challenges. With more than half the population under the age of 18¹, Nigeria is home to more than 11.1 million out-of-school children, ages 6-15, approximately 9.8 million of whom are in 17 northern states. In Yobe state, 57 percent of children are out-of-school and in Borno state, 42 percent are out-of-school. In both states, the percentage of boys and girls who are out-of-school are approximately the same. At the same time the average annual population growth is 2.6 percent, leading to projections that the country’s population will double to 400 million by 2050.² This population growth will increase demands on Nigeria’s education system, which, in turn, will become increasingly more important for the economic and social development of the country³.

The Nigerian education system is among the most complex, decentralized systems in the world, with needs far exceeding government supply and exposing extreme geographic disparities. In northeastern Borno and Yobe states, an estimated 75 percent of children ages 4-16 have never attended school—the highest in the country, due to a decade-plus of insurgency and insecurity. Nationally, the World Bank has ranked Nigeria among the lowest performers in global Learning

¹ 2018 [Nigeria Demographic Health Survey](#), p. 17

² United Nations, Department of Economic and Social Affairs. [World Population Prospects 2019: Highlights](#) p.12

³ 2015 National Education Data Survey

Adjusted Years of Schooling (LAYS) rankings at 4.3.⁴ Such poor education indicators are driven by numerous interrelated factors at the household, community and education system levels. These factors include:

- Household Factors: An estimated 85 million, or roughly 40 percent of the population, lives in extreme poverty. This number is on the rise due to conflict and the COVID-19 pandemic⁵. According to the 2015 National Education Data Survey (NEDS), approximately 50 percent of parents interviewed reported poverty as the primary reason their children were not attending school.⁶ Many families withdraw their children from education to work and generate income long before they have graduated from secondary school, and often before they have graduated from primary school.
- Community Factors: Early and forced child marriage is common in Nigeria, particularly in rural communities in the north and among the poorest households, causing girls to either never be enrolled or to be withdrawn from school before graduation⁷. Distance to schools is also among the top three reasons children in northeast Nigeria are not enrolled in or regularly attending school. Furthermore, long distances to schools also contribute to irregular teacher attendance. Violent conflict in the northeast of the country has further reduced the availability of education, causing 557 schools to close and increasing the number of non-functioning classrooms (as damaged by insurgency where school buildings were destroyed) to an average of three per school.⁸ Throughout 2020, security conditions deteriorated significantly, forcing increased population displacement. Perceptions and threats of safety in and around the learning environment also contribute to parents' decisions to not enroll or withdraw their children from schools, particularly girls. Key informant interviews conducted for a gender analysis by USAID/Nigeria reveal concerns with following cultural norms, especially for older girls, due to lack of separate toilets for different sexes, lack of female teachers, and perception of risk for young girls to become pregnant in school.
- Education System Factors (quality and relevance of education): The public education system is perceived as of poor quality, with many parents reporting that the return on investment is not worth the opportunity costs of school fees and other labor children can provide. There is a longstanding shortage of teaching personnel in the northeast, high teacher absenteeism, and a lack of qualifications for most of the teachers. As a result,

⁴ <https://ourworldindata.org/grapher/learning-adjusted-years-of-school-lays>

⁵ United Nations, Department of Economic and Social Affairs, [World Economic Situation and Prospects, October 2019 Briefing, No 131](#).

⁶ The notably high rates of child stunting across the north of the country, reported in the 2015 NEDS to occur, in many northern states, to up to a third of children before the age of 5, are evidence of chronic and widespread malnutrition, itself an outcome of extreme poverty.

⁷ UNICEF, [Child Marriage in West and Central Africa: At a Glance](#). September 2018.

⁸ Nigeria Education in Emergencies Working Group. [Nigeria Joint Education Needs Assessment](#). November 2019.

many families in the northeast prefer to send their children to religious schools, or when means allow, send their children to both secular and some form of religious school. Further complicating matters, the COVID-19 pandemic caused six-month long school closures nationwide, and continues to threaten continuity of education for learners enrolled in formal schools. While the full impact of these closures remains to be seen, it is expected that the out-of-school population will grow and learning outcomes will be negatively impacted for the 2021-2022 school year.

Despite these challenges, the government of Nigeria has articulated a strong commitment to education. Improving quality and access to basic education services features prominently in Nigeria's Economic Recovery and Growth Plan and the Buhari Administration's 10-point plan for education. Chief among these priorities is reducing the number of out-of-school children and youth by two million annually. Encouragingly, Borno and Yobe states have demonstrated increasing commitment to education by promoting the Accelerated Education Program (AEP). AEP is a flexible, age-appropriate program run in an accelerated time frame, aiming to provide access to education for disadvantaged, over-age, out-of-school children and youth. This may include those who missed out on education or had their education interrupted by poverty, marginalization, conflict and crisis. The goal of AEP is to provide learners with equivalent, certified competencies for basic education using effective teaching and learning approaches that are age- and developmentally-appropriate.

USAID has invested in developing AEP materials that follow evidence-based global best practices for literacy, numeracy, and social-emotional skills in Hausa, Kanuri, and English. USAID has collaborated with the Nigerian Educational Research and Development Council (NERDC), the agency responsible for developing educational curricula in Nigeria.

B. Non-formal Education (NFE) Sub-Sector:

While still inadequate to meet the needs of Nigeria's education sector, the Nigerian Federal Government has invested significant resources for the provision of basic education, especially at the levels of primary and junior secondary education. In contrast, NFE, also known as mass education in Nigeria, has not received the same level of resources. At a federal level, the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) is the statutory Federal Government parastatal agency under the Federal Ministry of Education tasked with providing NFE. The Commission has offices in each of the six geopolitical zones of the country: North-East - Bauchi; North West - Katsina; North Central - Minna; South West - Ibadan; South South - Benin; and South East - Owerri that supervise and support the activities of State Agencies for Mass Education (SAME) in the 36 states and the Federal Capital Territory (FCT). NMEC also operates a National Documentation Centre for Adult Education located in Kano, established to train middle and lower level adult education personnel in Nigeria and to develop and produce teaching and learning materials in literacy and NFE.

In response to the large increase in out-of-school and displaced learners in northeast Nigeria, USAID has been a leading partner to the respective State Agencies for Mass Education in Adamawa, Bauchi, Borno, Sokoto, and Yobe states since 2015. The work has, (a) expanded access to non-formal learning centers; (b) developed and updated Basic (Level 1 - equivalent to primary grades 1 to 3) and Post-Basic (Level 2 - equivalent to primary grades 4 to 6) teaching and

learning materials in literacy, numeracy and social-emotional learning; (c) enhanced the skills of non-formal learning facilitators; and (d) increased community support and engagement in NFE. Building on these investments, in 2019 USAID and the European Union supported the NERDC to scale and harmonize NFE through the development of a national Accelerated Basic Education Program (ABEP). Critical to the rollout of a national ABEP has been the development, production, and distribution of teaching and learning materials that are age appropriate, linguistically relevant, and culturally appropriate. To date, USAID and other donors have supported NERDC to develop a harmonized Basic and Post-Basic national curriculum in Hausa, Kanuri and English.

Available Alternative Basic Education Materials

Level	Basic (Level I)	Post-Basic I (Level II)	Post-Basic II (Level III)
Duration	9 months	25 weeks	35 weeks
Equivalency	Primary 1-3	Primary 4-6	
Subjects	Literacy, Numeracy, SEL (standalone and integrated)	English, Math, Science, National History and Values	English, Math, Science, National History and Values
Available languages	Hausa, Kanuri, English	English	English
Federal Approval?	Yes	Yes	Yes
States Covered	All	All	All

In 2019, the National Council on Education adopted and approved the ABEP as an alternative basic education program for out-of-school youth and children in Nigeria. To maximize its impact, NERDC has been working toward the development of National ABEP Implementation Guidelines with an expected completion in 2021.

USAID/Nigeria's Opportunities to Learn (OTL) activity is intended to support the ongoing efforts of federal, state, and community-based education institutions critical to the sustainability of the ABEP, particularly in targeted communities in northeast Nigeria.

C. Prior and Current USAID Investments in the Education Sector

Education Crisis Response (ECR) (2014-2018): USAID's ECR activity was implemented in Adamawa, Bauchi, Borno, Gombe and Yobe states. It aimed to expand access to quality, protective, and relevant NFE and alternative education opportunities for internally displaced out-of-school and host community children ages 6 to 17, including children living with physical challenges. ECR focused on increasing: (a) the availability of quality, protective and relevant NFE and alternative education opportunities by establishing non-formal learning centers; (b) the quality and relevance of instruction and teaching-learning materials for literacy, numeracy, life skills, and wraparound services in NFE and alternative education; (c) community engagement and support of schooling in targeted NFE and alternative education learning centers; and, (d) state and local government, and civil society support for NFE and alternative education options for internally displaced children.

Addressing Education in Northeast Nigeria (AENN) (2018-2021): USAID's AENN activity responds to the immediate educational needs of 187,500 children and youth in Borno and Yobe states through safe non-formal and formal education, while laying a foundation for the sustainable improvement of education systems at the community and government levels. To provide safe and certified education opportunities, AENN works with community and government partners to revitalize or establish non-formal learning centers and support formal schools in 150 communities. A minimum package of learning materials was provided to enrolled learners to improve age-appropriate foundational skills (literacy, numeracy, social-emotional learning, and vocational skills). AENN trained Non-Formal Learning Center (NFLC) instructors and formal school teachers in learner-centered pedagogy, positive discipline, social-emotional learning, and inclusion. Additionally, the activity supported the learning facilitators and teachers through in-service training, teacher learning circles, and classroom observations and mentoring. However, due to the closure of schools, about 75,000 students in formal schools could not be reached with teaching and learning materials. With school reopening in 2021, remedial activities have been kickstarted to reach these students with learning materials.

In alignment with global best practices for working in crisis-affected contexts, AENN conducted Rapid Education and Risk Analysis (RERA) and Gender Equality and Social Inclusion (GESI) assessments in 75 new communities in Borno and Yobe states in December 2019. These assessments were designed to explore the linguistic, social, and security dynamics in eight Local Government Areas (LGAs) of Borno and Yobe states. Findings from the assessment showed the use of Hausa as the exclusive language of instruction acts as a barrier to access and learning achievement for learners who are not proficient in Hausa. This finding set the pace for AENN's move in adapting existing Basic Literacy Materials, originally written in Hausa, into the Kanuri language and the plan to develop a basic literacy framework in Kanuri for formal schools. Furthermore, AENN collaborated with community coalitions to conduct a rapid risk analysis focused on COVID-19 to assess risks and solutions including factors such as class size and classroom space for social distancing.

All manuals and guides developed by the AENN activity incorporated Conflict Sensitive Education (CSE) principles and practices, including 'Do No Harm' principles such as neutrality, impartiality, inclusiveness, respect for culture and custom, accountability, interpersonal skills, conflict-mitigation, peacebuilding and building social-emotional competencies of learners in the non-formal learning center curriculum implementation. As materials were piloted and reviewed,

these CSE principles and practices helped ensure any necessary adjustments would help every child achieve more equitable learning outcomes and psychosocial wellbeing.

As a result of AENN's partnership with the European Union-funded Support to Early Recovery and Resilience Project project led by Plan International, Hausa basic literacy materials have been formally adopted into the national AEP curriculum and AENN-developed materials will now be in use nationally by AEP providers.

As part of AENN's efforts to strengthen government systems and coordination of education services at the community level, AENN worked with local education authorities to develop Data Hubs. These Data Hubs were established at the State and LGEA levels to support planning, management and oversight of education sector response. The United Kingdom's Foreign, Commonwealth and Development Office (FCDO) expanded financing available to develop Data Hubs to help local education authorities to collect data in real time and upload them onto a centralized database, accessible from any part of the two states. The Data Hubs also avert risks and costs associated with travelling to remote areas for data collection while improving efficiency in collecting quality data.

Strengthening Education in Northeast States (SENSE) (2019-2022): In partnership with the American University of Nigeria, USAID has strengthened early grade reading systems in the northeastern states of Adamawa and Gombe. The SENSE activity improves reading proficiency of learners in lower primary grades 1-3 through a systems strengthening approach that develops the capacity of education managers to support teachers, provides teacher training and distributes quality teaching and learning materials to improve early grade reading outcomes. More than 265,000 primary school children in 335 schools are learning to read following global best practices and receiving quality materials, while their teachers receive tailored training and classroom resources.

Northern Education Initiative (NEI) Plus (2015-2021): To help improve the quality of education, especially for out-of-school and adolescent girls, NEI Plus focuses on state and local government education planning, management, and governance in Bauchi and Sokoto states. Since 2015, NEI Plus has mainstreamed 163,759 out-of-school children who have qualified for mainstreaming into formal schools through the NEI Plus basic literacy program in 5,600 non-formal learning centers. NEI Plus has trained and supported 5,600 learning facilitators to deliver reading instruction in those non-formal learning centers. Since 2019, NEI Plus has supported NMEC in standardizing the administration of basic literacy examinations in the NFE sector in Nigeria. The development will enable children from 10-17 years of age who attend Non-Formal Learning Centers across Nigeria to sit for standardized examinations administered by the SAMEs in order to qualify for basic literacy certificates.

USAID Global Development Lab (GDL) Development Innovation Venture (DIV) Research on Social Emotional Learning (SEL) Kernels Project (2019-2021): Nigeria received a \$492,211 Stage 2 DIV grant which enabled the International Rescue Committee (IRC) to design and implement research and improvements on learning kernels that emphasize social-emotional learning. USAID has provided IRC with funding to design and implement contextually appropriate SEL interventions, called "kernels", for use by teachers in northern Nigerian IDP and host community classrooms. Kernels are defined by educational psychologists as short curriculum

modules used to help students effectively and positively manage daily responsibilities and challenges. A growing body of international research shows that effective SEL interventions can raise both students' test scores and general well-being in the classroom.

III. Problem Statement and Theory of Change

Problem Statement:

The majority of children and youth in Borno and Yobe states have missed out on basic education opportunities as a result of household poverty, regional disparities in availability of formal education, violent conflict, and other recurrent shocks and stressors. Prolonged school disruptions and local school policies or practices prevent over-age children and youth from enrolling in the formal education system. As a result, the majority of children and youth ages 9 to 15 in these states lack the foundational skills needed to participate in age-appropriate education, training, or workforce opportunities.

On the other hand, Nigeria has a high population of youth who are looking for opportunities to serve and give back to the community. This population, if not meaningfully engaged, is at risk of radicalization or recruitment by militant and violent extremist groups that would disrupt community life and learning. This would contribute to the chronic cycle of conflict, poverty, and further marginalization.

Theory of Change:

IF the USAID/Nigeria Opportunities to Learn activity ensures:

- Children and youth have increased access to quality accelerated, basic education; and
- Children and youth are safe in and around basic education learning environments; and
- Non-formal education facilitators effectively apply Level 1 to Level 3 curriculum using age-appropriate pedagogy and instructional materials; and
- Children and youth successfully mainstream into local formal education and training opportunities; and
- Local and state education non-formal education institutions have increased capacity to coordinate, manage data dashboards, oversee and certify learning in non-formal learning centers,

THEN out-of-school children and youth ages 9 to 15 in northeastern Nigeria will gain the foundational skills needed to progress to higher levels of education, training, or engagement in the workforce.

IV. Activity Results Description

The overall purpose of this activity is to ensure out-of-school children and youth in northeast Nigeria gain foundational skills. In accordance with USAID's Education Policy and building on past USAID/Nigeria investments, foundational skills include reading and literacy, numeracy, and social and emotional skills. The specific skills and competencies of interest should be derived from the Nigerian Accelerated Basic Education Program in order to ensure that skill acquisition is recognized, certified, and enables progression to higher levels of education, training or employment. USAID/Nigeria anticipates working closely with the Recipient to ensure that measurement of learning outcomes across all three skill areas (literacy, numeracy and social-

emotional skills) is contextually relevant, aligned with other USAID investments in non-formal and formal education, such as the application and contextualization of the Global Proficiency Framework in Nigeria and SEL measurement under USAID/DIV.

Two types of assessments will be used to measure progress toward learners' acquisition of foundational skills. First, standardized instruments, such as intake assessments or the Early Grade Reading Assessment, developed through prior USAID education activities, will be used to intake learners and establish their placement in NFL levels. At the completion of a level, an end-of-level summative assessment will be administered to ensure grade-level equivalency has been achieved. Pre/post assessment comparisons will be used to track learning outcomes by cohort. Second, state-approved assessments will be used to provide learners with a recognized verification of education attainment at the completion of the full ABEP cycle, as described under Result 5.

In order to achieve this ambitious objective, USAID/Nigeria intends to support a comprehensive, conflict-sensitive package of education services targeting at least 1,200 non-formal learning centers in targeted communities in Borno and Yobe states. Targeted communities will include those supported under USAID's current AENN activity, as well as expansion into new communities as operational access and security conditions improve and as approved by USAID. In coordination with local officials and other education stakeholders, targeted communities may include extending access or improving the quality of ABEPs for learners in internal displacement camps. USAID/Nigeria anticipates the Recipient will need to work closely with state and local education authorities and actively engage in both humanitarian and development coordination mechanisms in order to effectively layer and sequence interventions in targeted communities and avoid duplication of effort. The Recipient will also be encouraged to leverage commitments of state governments in terms of inclusive policy development for providing access for out of school children to a quality basic education under the ABEP. Opportunities to Learn will expand and replicate the best evidence-based ABEP best practices that promote a safe, equitable, and quality education in the non-formal learning setting.

The Opportunities to Learn (OTL) activity will capitalize on the considerable and innovative progress across the current USAID portfolio in improving access to safe learning opportunities for children in crisis and conflict-affected or at-risk contexts. In addition to evaluating and consolidating the most high-quality teaching and learning materials (TLMs) and teacher training practices from across the portfolio, OTL will work with decision makers at the national and state levels to develop and apply regulatory frameworks for non-formal learning centers (NFLCs) that promote consistent levels of safety and quality across the numerous centers. OTL will also gauge the possibility, based on context, of eventually converting some non-formal schools into community schools. The activity will seek out opportunities to leverage and mobilize resources and commitments from local communities, host state governments, and other partners, in terms of funds and inclusive policy development for providing access to out of school children to a quality basic education under the accelerated education policy in the states.

USAID/Nigeria recognizes that access to education has been a longstanding challenge for communities in Borno and Yobe states. This challenge has been exacerbated by violent conflict and the COVID-19 pandemic. USAID/Nigeria anticipates that additional shocks or stressors are likely to occur or continue during the life of this activity. Therefore, the OTL activity will support

flexible, adaptive management strategies that can mitigate the impact of shocks on education services and sustain learning. This may include scenario-based planning, monitoring of context indicators, and active participation in humanitarian coordination bodies.

Result 1: Children and youth have increased access to quality accelerated basic education

Building on prior investments in Borno and Yobe states and as a first step to improving learning outcomes, USAID/Nigeria seeks to sustain and further increase access to quality accelerated basic education for out-of-school children and youth, with special attention to reducing barriers to gender equity. This result will be measured by the number of unique beneficiaries and the number of new entrants enrolled in USAID-supported Non-Formal Learning Centers (see standard indicator ES.1-3 below). Enrollment standards should be aligned to state criteria for NFE. To avoid doing harm, the Recipient should have appropriate procedures and monitoring protocols in place to prevent children and youth from dropping out of local formal education to attend NFE opportunities.

Aligned with Result 5, education programs should be accredited or authorized by local education authorities and aligned to the Nigerian basic education system. Such accreditation and alignment is critical to ensuring enrolled children and youth have opportunities to transition into the formal education system or training opportunities (see Result 3).

In light of the cultural and community-based barriers to education access in Borno and Yobe states, USAID/Nigeria will only support programs that ensure active community engagement. Community engagement interventions should be targeted and focused on addressing the specific needs and barriers to education that children and youth face in targeted communities. This support will advance USAID/Nigeria's commitment to locally-driven development. For instance, utilization of local resources such as youth-led organizations and networks can promote: (a) supportive relationships for vulnerable children and youth, especially adolescent girls, (b) peer learning, and (c) a sense of belonging. Youth graduating from OTL also have increased opportunities to succeed in life because community-based organizations can provide referral services to further training or economic empowerment opportunities.

While USAID recognizes the impact that conflict has had on infrastructure, USAID/Nigeria will not support construction or rehabilitation of education infrastructure under this activity. Instead the Recipient is expected to coordinate and layer NFE support with other government, community, civil society, and donor initiatives to rehabilitate and build education infrastructure in Yobe and Borno states. USAID encourages partners to seek out and leverage private sector engagement to help address infrastructure and related access barriers to education not covered by this activity.

Result 2: Children and youth are safe in and around basic education learning environments

The ever-growing body of evidence in education demonstrates that safety in and around schools is a critical factor for children and youth to enroll, regularly participate in, complete and learn

foundational skills in basic education programs⁹. Evidence has also demonstrated that safety is a pre-requisite for the acquisition of social and emotional skills. At the same time, USAID/Nigeria recognizes the highly insecure operating environment in Borno and Yobe states and the persistent risk of attacks on education (including attacks on learners and educators). Further compounding these external threats to safety, USAID/Nigeria anticipates the COVID-19 pandemic and climate hazards will continue to present risks that impact the physical and psychosocial well-being of learners and educators.

Therefore, in order to improve foundational skills for Nigerian children and youth, USAID/Nigeria seeks to support programs that ensure children and youth are safe in and around basic education learning environments. Safe learning environments, as described in USAID's Safe Learning Environment Toolkit¹⁰, mean that learners are free from internal, external, and environmental threats to safety. In order to mitigate transmission of COVID-19 in the learning environment, programs supported by USAID will need to adhere to local public health and safety guidelines related to COVID-19 prevention and consider application of international guidelines¹¹. In addition to the threats mentioned earlier, USAID is concerned about increased exposure to violence, abuse and exploitation in and around the learning environment, particularly for girls. USAID-supported basic education learning environments should meet local safety standards, including standards for education infrastructure, codes of conduct, and child protection referrals.

USAID's [Beyond Access: Toolkit for Integrating Gender-Based Violence Prevention and Response into Education Projects](#) is a useful reference. It was developed to support implementation of the U.S. Strategy to Prevent and Respond to Gender-based Violence Globally. It provides guidance and resources for USAID technical and program officers working on education to increase understanding of GBV in the education context and strengthen integration of a gender-based violence (GBV) response into projects and activities.

USAID's [School-Related Gender-Based Violence Toolkit](#) delivers practical guidance and resources for measuring the prevalence and extent of students' experiences of school-related gender-based violence (SRGBV), and provides methods for assessing key risk factors and drivers of SRGBV. The toolkit provides a survey to measure all forms of SRGBV—specifically, bullying, corporal punishment, and sexual violence. In addition, the survey helps identify and measure the risk factors and drivers of SRGBV, such as gender attitudes and beliefs, school climate, and teacher disciplinary practices.

⁹ See Kibriya et al. The Effects of School Safety on Academic Achievement: Evidence from Rwanda, Tanzania and Zambia / Kibriya et al. Available at: https://pdf.usaid.gov/pdf_docs/PA00TGVG.pdf

¹⁰ See USAID Safe Learning Environments Toolkit: <https://www.eccnetwork.net/resources/safer-learning-environments-assessment-toolkit>

¹¹ See US Center for Disease Control *Global Operational Considerations for Schools*: <https://www.cdc.gov/coronavirus/2019-ncov/global-covid-19/schools.html>

In addition to protecting children from future risks, USAID/Nigeria envisions the OTL activity will help children and youth build social and emotional skills to both recover from and be more resilient to future shocks and stressors in their lives and their communities. Aligned with Results 3 and 5, OTL will build on USAID's prior investments, evidence, and learning in teaching social and emotional learning (SEL) in Nigeria. Effective gender-appropriate and age-appropriate strategies include a mix of explicit instruction, recreational activities, and referrals to more targeted and specialized services.

USAID/Nigeria anticipates achievement of this result will require a layered approach of interventions implemented at the classroom, center, school, family and parent, community, and policy levels. However, the net result of all interventions should be that, (a) learners feel safe and supported in and around the learning environment; (b) incidents of violence, abuse and exploitation are appropriately and confidentially reported and investigated; (c) teachers and learners who experience violence, abuse, or exploitation are referred to appropriate services; and (d) education personnel are supported and held accountable for ensuring a safe learning environment and proper conduct.

Utilization of community structures, such as working with youth-led organizations, provides a platform for exchange and monitoring of community factors that may affect or promote a conducive environment for OTL learning activities.

Result 3: Non-Formal Education (NFE) facilitators deliver approved curriculum using age-appropriate pedagogy and instructional materials

Critical to achieving the stated purpose of this activity—out-of-school children and youth in northeast Nigeria gain foundational skills—is the delivery of quality instruction, supported by age-appropriate pedagogy and instructional materials. Without explicit, evidence-based instruction that can be reinforced through independent and at-home practice, children and youth will continue to struggle to gain literacy, numeracy, and social-emotional skills. This result will be measured through a contextually-appropriate indicator using classroom observation strategies, combined with a limited number of output indicators, such as USAID's ES.1-6—Number of educators who complete professional development activities with USG assistance. Ultimately, indicators that measure grade-level proficiency in reading and math will capture the degree to which improved instruction results in improved performance (see Result 4).

USAID and other donors have supported Federal and State education authorities to produce and distribute age-appropriate and contextually relevant accelerated education teaching and learning materials in Hausa, Kanuri and English. These materials include curricular tools, teaching materials and supplemental resources for literacy, numeracy, and social-emotional learning at Level 1 (Basic) and Level 2 (Post-Basic), as well as materials to support bridging to English language instruction. Under the OTL activity, USAID/Nigeria intends to sustain support to NERDC and State Agencies for Mass Education, and the rollout of the Accelerated Basic Education Program in Borno and Yobe states. In an effort to further institutionalize accelerated NFE within Nigeria's education system, USAID/Nigeria seeks to support programs that will deliver results while also strengthening the capacity of local education institutions (Result 5). Investments and approaches for institutionalization should apply evidence and learning from

USAID's *Research on Social Emotional Learning (SEL) Kernels Project (2019-2021)* and continue to build evidence around effective literacy, numeracy and SEL in non-formal education. Therefore, rollout support may include strategies to help both educators and education authorities understand what is working at the classroom and NFLC level, and, if needed, adapt teaching and learning materials to meet learners' and educators' needs. USAID's gender analysis observed that girls and boys are being exposed to school curricula and training methods that perpetuate gender stereotypes, inequality, and discrimination. Therefore, materials should be adapted if necessary to minimize or eliminate gender biases. This undercuts girls' academic and social aspirations, as well as diminishes their potential. By the end of the activity, USAID/Nigeria anticipates that local education authorities will ensure NFLCs have access to and use a minimum package of approved teaching and learning materials.

USAID has supported the recruitment, training, and continuous professional development of non-formal learning facilitators to deliver accelerated, non-formal instruction in reading, math and SEL in NFLCs. USAID/Nigeria has also developed a cadre of Master Trainers to support educators on pedagogy, school climate, and related issues of school safety. USAID/Nigeria seeks to build on investments in NFE facilitators' capacity and expand this support into new NFLCs. Supported programs should apply lessons learned and the best available evidence for recruiting, training, and supporting crisis-affected NFE facilitators.

Due to the COVID-19 pandemic, USAID/Nigeria recognizes that delivery of both formal and non-formal education has been disrupted. Education authorities and educators have had to develop new and innovative strategies to sustain instruction for learners. Under this award, USAID/Nigeria seeks to support programs that will improve the resilience of the education system and sustain delivery of education programming in the face of shocks and stressors.

Result 4: Children and youth successfully mainstream into local formal education and training opportunities

Evidence and global guidance in accelerated and non-formal education programs in fragile and conflict-affected settings indicates that children and youth enroll in, participate more regularly, and are more motivated to complete such programs when they are recognized through certification or equivalent diplomas¹². Recognition and certification are important for ensuring that program participants can build on the foundational skills gained in NFE through enrollment in age-appropriate formal education or training opportunities. In conflict-affected communities, children and youth face multiple barriers to successfully transitioning to formal education and training opportunities. Such barriers include (a) increased direct and indirect costs of continuing education, (b) access to education/training opportunities, (c) lack of learning supports, (d) socio-cultural norms, and (e) policy barriers. Despite these challenges, USAID's past investments in NFE and accelerated education have demonstrated that recognizing and certifying the skills and achievements of learners in NFE is an important aspect of ensuring NFE and accelerated

¹² See <https://inee.org/collections/accelerated-education>

education programs expand the resilient capacities of Nigeria's education system and are sustainable.

Therefore, USAID/Nigeria seeks to support programs that can effectively support children and youth to continue their education and training. Depending on availability of quality education and training opportunities, learners may transition following the AEP Basic level into Grade 4 or following the Post-Basic level into Grade 7. The Recipient should build on and apply lessons learned from USAID and other donor's investments in this space in order to ensure that children and youth can successfully mainstream into age-appropriate, relevant formal education and training opportunities. Under this result area, USAID/Nigeria is open to testing and scaling evidence-based strategies that may be implemented at the household, school, classroom, or training center level.

USAID/Nigeria will work closely with the Recipient and local education authorities to define flexible pathways for out-of-school children and youth to pursue their education and training aspirations, and align measurement of this result to local policy and program standards. However, based on past experiences in northeast Nigeria and global best practice, USAID anticipates that successful mainstreaming in formal education will ensure learners are able to:

- enroll in an age-appropriate level of formal education without extended disruptions;
- perform at grade-level for the level in which they are enrolled; and
- complete at least one academic year of additional education.

Performance on two indicators - ES.1-2: Percent of learners targeted for USG assistance who attain minimum grade-level proficiency in reading at the end of primary school and Supp-5 Percent of learners targeted for USG assistance who attain minimum grade-level proficiency in math at the end of primary school - will serve as measures of the degree to which OTL is effective in preparing learners to be successful when transitioning into the formal education system or into the workforce.

USAID anticipates that successful mainstreaming in training opportunities will ensure learners are able to:

- meet prerequisite skill requirements for local training programs and opportunities;
- enroll in an age-appropriate training and workforce development opportunities; and
- complete local training programs.

Local youth organizations may be utilized to mobilize and assist in vetting and following up of cases, ensuring uptake of differentiated OTL education services for out-of-school children and youth. Different cohorts of children and youth present different learning abilities. Youth leaders and organizations represent a key cohort among community facilitators and volunteers. These youth leaders are a resource that can help ensure individual and community commitment to age and context appropriate support activities that support better learning outcomes.

Finally, USAID/Nigeria also recognizes that achieving this result will require interdependency on capacity building to be conducted under Result 5.

Result 5: Local and state education non-formal education institutions have increased capacity to manage, oversee and certify learning in non-formal learning centers

As described above, achieving Results 1-4 will be interconnected to progress made on strengthening the capacity of local and state education NFE authorities and institutions that began under AENN. When local and state education authorities have increased capacity, they are better able to:

- Coordinate a strategic and needs-based expansion of NFE services and scaling of the national ABEP to reach out-of-school children and youth;
- Ensure minimum safety standards are met and maintained in non-formal education spaces;
- Rollout and support implementation of national curriculum frameworks, teaching standards and benchmark setting in NFE and ABEPs;
- Certify learning and skills acquisition in non-formal learning centers; and
- Coordinate with SUBEB and local schools to mainstream learners into the formal education system.

USAID recognizes that the delivery of high-quality, recognized non-formal and accelerated education relies on the strong collaboration between State and non-state institutions. Therefore, USAID/Nigeria seeks to strengthen and support the role of civil society and community-based organizations to contribute to the delivery of results of OTL, hold local education authorities accountable and create local accountability for management and oversight of NFLC. Youth-led and youth-serving organizations hold significant under-utilized potential in this regard. OTL may seek opportunities to support or develop state or local youth-led organizations to successfully support increased utilization of Basic Education services for the target populations. Through OTL, these youth-led groups will act as catalysts for positive change in promoting and sustaining access to education and foundational skills acquisition among vulnerable children and youth in their communities. Youth networks can make a major contribution to OTL's communication strategy by mobilizing community stakeholders to inform, disseminate, collect, coordinate, and monitor reading activities at the community level. Most youth-led and youth-serving organizations have active social media platforms, which can be leveraged to communicate reading activities and community engagement efforts around them. For rural youth, though WhatsApp may be a medium through which meetings and business are conducted, word of mouth and door to door are still the most effective communication methods.

To date, USAID and the United Kingdom have made significant investments in education information management system capacity to help states sustain or expand access to basic education in the face of new shocks and stressors. USAID has also supported local education authorities to engage in and lead education coordination mechanisms across humanitarian and development actors. Building on these investments, USAID seeks to support programs that will sustain these efforts, and identify new opportunities to shape and inform quality equitable education policies/programs with data, evidence and lessons learned from non-formal education in Nigeria. One key area will be to support the transfer and sustainability of AENN-supported Data Hubs to state and local education authorities. By the end of OTL, USAID/Nigeria anticipates the Data Hubs will be fully staffed and maintained by state education budgets. However, OTL would have a training plan on an education management information system that captured the

out-of-school children and youth enrolled and mainstreamed as a plan-B to Data Hubs. The NFE-EMIS will feed into the state annual school census (ASC).

The other key area of support will be to work with federal parastatal agencies and stakeholders, including NERDC and NMEC, as they develop and harmonize the policies, regulatory framework, and curriculum standards and materials for a national ABEP. Despite gains in data management and the harmonized ABEP curriculum, assessments and certification of learning in AEPs remain a challenge for state and local education authorities, and prevent learners from transitioning to formal education or training opportunities. OTL will support NERDC, state and local education authorities to develop appropriate learner assessment and certification standards, tools and processes. In addition, the activity will support the development and implementation of quality assurance policies and tools. This may include ABEP accreditation policies and standards, ABEP monitoring and oversight standards or processes, or developing benchmarks for non-formal learning centers. USAID anticipates achievements under this result to be incremental,

Key Risks & Assumptions

USAID/Nigeria anticipates achievement of the above results will be constrained by key risks to implementation in the conflict-affected, crisis-prone operating environment of Borno and Yobe states. As such, a complexity-aware approach will be needed to factor in the many risks outside the manageable interest of the activity. Risks may include the following:

- Security challenges that prevent access to sites, and the ever-present risk of beneficiaries coming to harm because of the security situation which can lead to the loss of gains.
- Shifts in political will or prioritization of education for reducing the number of out-of-school children and youth. This may include shifting political priorities in the run up to or following the forthcoming elections in 2023. Such shifting priorities may impact the OTL program's ambitions in regard to increasing government management, resourcing, and oversight of non-formal education. It may also influence the pace at which policies or guidance are institutionalized at the federal or State level.
- Gender-based violence and school-based gender-based violence in particular is a continued risk for programming in crisis-affected contexts globally and in Nigeria. The AENN Rapid Education and Risk Analysis identified corporal punishment and gender-based violence to be a continued risk for children and youth in communities. The Recipient is encouraged to implement the recommendations included in the [Safe Learning Environments Toolkit](#) and the [School-Related Gender-Based Violence Toolkit](#).
- Public-health emergencies, including the current COVID-19 pandemic, may lead to public health policies that limit movement or close schools or other essential services. This may limit access to communities or constrain monitoring and evaluation activities. They may also lead to socio-economic impacts on beneficiaries or communities, exacerbating barriers to education for out-of-school children and youth. USAID/Nigeria anticipates the COVID-19 pandemic's socio-economic impact, combined with 2020-2021 school closures to have increased the number of children who have dropped out of formal school and limited enrollment opportunities for vulnerable and out-of-school children and youth.

- Environmental Risks: The AENN RERA assessment indicated flooding during the rainy season (August-September) and drought (December-March) as some of the major environmental risks that affect educational activities and the socio-economic activities of the families in the region.

Scenario-based Implementation

Given the known risks to implementation, USAID expects the Recipient to achieve the above results using a scenario-based implementation strategy. Scenario-based implementation will allow the Recipient to quickly and nimbly adapt or pivot activity implementation to the local needs and respond to the fluid operating environment in northeast Nigeria. Implementation strategies should be developed for three likely scenarios: security and access to affected populations in the northeast (1) deteriorates, (2) remains stable, or (3) improves. Scenarios should include assumptions about the impact the operating environment will have on education services and stakeholders.

As security and access to affected populations in the northeast improves, it is expected that the education authorities will reopen schools, redeploy teachers, and seek opportunities for children to catch up on the lost years of education, especially in select LGAs in Borno and Yobe states. Alternatively, in the event security and access to affected populations in the northeast deteriorates, it is possible that more families and children are displaced, more schools are closed and availability of teachers will be limited. As a result, different strategies will be needed to achieve the above results.

Scenario-based implementation will need to be tailored to the needs and operating environment in targeted areas for each of the states. As such, USAID understands that the package of education services, the type of education services, delivery modalities and/or intensity of services may vary from state to state or within targeted states.

V. Technical & Operational Considerations

A. Conflict Sensitivity

USAID/Nigeria expects partners to take into account conflict dynamics in all activities and to demonstrate in their applications how they will do so throughout the implementation of the activity. Conflict sensitivity refers to the discipline and capacity of an organization to:

- Understand the conflict context in which programs are being implemented;
- Understand how the conflict context might affect programs and how programs might affect the conflict context;
- Act on this understanding to minimize risk of negative impacts on programs (i.e., staff, beneficiaries, communities, results) and the conflict dynamics; and
- Identify options for positively impacting the conflict context.

It is essential that partners implement programming under this award in a conflict-sensitive manner with upfront and continuing contextual analysis and monitoring that inform interventions throughout the life of the program. The Recipient may use the USAID Rapid Education Risk

Analysis tool to assist in the initial risk analysis. The tool is available at <http://eccnetwork.net/wp-content/uploads/USAID-RERA-v1.pdf>.

B. Resilience

Learners, their families, teachers, and communities in the target localities for the OTL activity experience repeated, often life-threatening, shocks and stressors that interfere with their ability to attend and complete school. Partners implementing programming under this award will need to consider how to leverage USAID's guidance on increasing resilience in order to assist beneficiaries to cope with the multiple threats they encounter to enrolling in, remaining in, and graduating from AEPs, formal schools, and vocational or career training. USAID's White Paper on Resilience and Education¹³ provides frameworks and guidelines for catalyzing family-based and school-based actions, such as crisis preparedness activities and scenario planning, that can assist learners and their surrounding communities to keep education services operational even in the face of the types of violence and disruptions common in Borno and Yobe states.

C. COVID-19 Effects

COVID-19 has led, worldwide and in Nigeria, to a regression in literacy skills amongst learners and put increasing health-related and economic demands on families, school systems (both formal and non-formal), and communities that decrease their focus on providing quality instruction. Psychosocial stressors from household job losses and physical insecurity also adversely affect the learning readiness of vulnerable groups once they return to non-formal education, particularly girls. Addressing these additional barriers to learning will require increased investments in social and emotional learning and educator/learner wellbeing. Lessons learned in good public health measures as well as pivoting activities to alternative delivery methods may advise any future responses if necessary. The Recipient should remain in close contact with the AOR to seek appropriate guidance as necessary.

D. Distance Learning and Education Technology

USAID supports the evidence-based use of context-appropriate technology to facilitate teaching and learning. In the context of the COVID-19 pandemic, many countries, including some states of the GON, have turned to technology to support parents, communities, educators, and schools in ensuring continuity of instruction. USAID has published resources on the delivery of distance learning in emergencies. Applicants are encouraged to consult these resources to determine whether their proposed program would be enhanced by incorporating any technological or distance learning support.

E. Equity & Inclusion

¹³ See <https://www.eccnetwork.net/resources/transforming-systems-times-adversity-education-and-resilience-white-paper>

Gender Equality and Female Empowerment: The USAID Gender Equality and Female Empowerment Policy¹⁴ sets out three overarching objectives: (1) reducing gender disparities, (2) reducing gender-based violence (GBV), and (3) increasing the capability of women and girls to realize their rights. OTL will address all three objectives by integrating analysis on gender related issues and incorporating sex disaggregated data across all Performance Objectives of the activity.

Positive Youth Development: USAID's Youth in Development prioritizes using positive youth development approaches when working with youth. Positive Youth Development is an intentional, holistic, age- and developmentally appropriate, gender-transformative, and pro-social approach to youth development. It promotes the building of assets of young people and communities and strengthens protective factors to achieve greater resilience and both short- and long-term desired youth outcomes. USAID/Nigeria encourages programs to activate youth-led initiatives as part of the OTL activity. By working with youth-serving or youth-led organizations and building their capacity to deliver out of school learning for children and youth in the ages of 9-15 years, USAID sees opportunities to harness youth talent and provide opportunities for young Nigerians to make positive, impactful contributions to their communities while aligning to the Agency's Positive Youth Development approach.

Disability-positive and Inclusive Programming: The USAID Education Policy promotes the inclusion of disabled persons and the educational advancement of people with disabilities. The OTL activity should leverage frameworks such as Universal Design for Learning to provide equitable and inclusive access to quality services for learners with disabilities.

F. Local Engagement

Borno and Yobe states are not able to provide basic social services to every member of its population. In this context, the engagement of local and community leaders, including religious figures, traditional leaders, sages, spokespeople designated by neighborhood or community members, and recognized "voices" (e.g. from IDP camp management councils, extended family clans, etc.) from civil society have an essential role to play in the organization, protection, and continuation of educational services. The success of OTL depends on the implementation of a robust family and community engagement strategy that creates an ecosystem of support for the enrollment and continued schooling of the target beneficiaries from 9 to 15 years. Also, the success of OTL depends on the activity of women's and youth groups through advocacy, outreach, and enrollment campaigns to non-formal learning centers and mainstreaming.

Local youth organizations play a critical role in promoting project activities and contributing to a conducive environment where learning interruption is minimized. Youth-serving or youth-led CSOs or networks can and should make a major contribution to the communication strategy of the OTL program by mobilizing community stakeholders to inform, disseminate, collect, coordinate, and monitor educational activities at the community level. Most of these organizations have

¹⁴ https://www.usaid.gov/sites/default/files/documents/1865/GenderEqualityPolicy_0.pdf

active social media platforms which can be leveraged to communicate community engagement efforts around OTL.

Public forums organized by local youth networks can be places to lobby individual and community pledges towards supporting children and vulnerable youth, especially adolescent and vulnerable girls' participation in OTL activities.

G. Security

USAID takes the safety and security of program implementers and beneficiaries extremely seriously. OTL will be implemented in areas of Nigeria that are known to be at risk for violence and other disruptions. USAID anticipates that the Recipient will need to create and maintain robust security planning and provisions to be able to operate safely in Borno and Yobe states. USAID implementing partners in Nigeria are encouraged to participate in the Partner Liaison Security Operations (PLSO) activity sponsored by the Mission.

H. Private Sector Engagement and Strategic Partnerships

The Nigerian Federal Government's education expenditure in 2018 was six percent of the total budget and 0.4 percent of the Gross Domestic Product (GDP). This education funding level is much lower than the international standard of 18 percent of the budget or four percent of GDP allocated to education (USAID Reading MATTERS Framework). Partnerships with the federal and state government, development partners, and the private sector will be key drivers to expand coverage of interventions tailored toward improving basic literacy, numeracy, and social-emotional skills and education systems in Nigeria.

USG strategic partnerships represent a diverse network of organizations, including for-profit businesses, civil society, academic institutions, philanthropic foundations, media organizations, cultural and advocacy organizations, universities, schools, etc. In addition to partnerships with essential Federal Government of Nigeria institutions, the Recipient will identify and develop strategic linkages with other private sector entities and development partner programs supporting the ABEP to secure additional financial support to advance AEP for improved reading outcomes. The Recipient will seek to leverage additional resources and support to expand or accelerate program coverage and outcomes in as many eligible states as possible. These efforts will seek, assess, and support private sector partnerships that have the potential to provide additional financing, technical expertise, or appropriate enterprise solutions for improving reading delivery across Nigeria.

Private sector and strategic partnerships under OTL must ensure buy-in from the state government and integrate capacity building within state institutions that will enable state actors to identify, broker, and manage non-governmental partnerships to achieve education sector plan objectives longer term. Industries such as banking, telecommunications, publishing, and internet service providers are examples of partnership opportunities with strategic advantages in educational development. The Recipient should broadly explore these and other prospects in consultation with state actors to fill gaps in education service delivery that impede the achievement of improved learning outcomes.

I. Coordination and Collaboration with other USG and Donor Programs

It is essential that partners coordinate activities under this award with other implementing actors with conflict-sensitive programming, especially in the northeast of Nigeria. Activities should be coordinated with other partners working to improve the capacity of education authorities to plan, manage and oversee education services that are responsive to the evolving needs of the context. This will include a strong support to OTL efforts at collecting and using data for effective decision making through the State Universal Basic Education Boards (SUBEBs) and the State Ministries of Education.

USAID-funded accelerated learning materials have attracted interest from both development and government partners, culminating in collaboration with NGOs and government agencies at the state and national levels. These collaborations include the NERDC, a body charged with the design and implementation of curricular materials for basic and secondary education in Nigeria, and the EU Support to Early Recovery and Resilience Project, among others. Partners should also collaborate as possible and appropriate with the Mission's Strengthening Civic Advocacy and Local Engagement (SCALE) activity to ensure synergies and information sharing in civil society capacity building efforts. SCALE has a particular emphasis on building financial, management, and advocacy of civil society organizations.

VI. Activity Monitoring, Evaluation and Learning Plan

Activity monitoring, evaluation, and collaborating, learning, and adapting (CLA) focus on whether an activity is achieving programmatic results and generating learning to inform the adaptation of activities based on evidence. Monitoring, evaluation, and CLA for activities should emphasize the systematic process of collecting and analyzing performance data and other information to track progress toward planned results. Monitoring and evaluation should influence the planning of activities, decision-making and the allocation of resources, and to make changes as needed. It also involves collaborating with and across implementing partners to manage the relationship among activities to achieve higher-level outcomes. For this activity, the Accelerated Education Working Group Monitoring and Evaluation Toolkit¹⁵ and the USAID Equity of Access Indicator Guidance¹⁶ will be particularly helpful when combined with the USAID Education Reporting Toolkit.¹⁷

In a conflict and crisis-affected context such as Nigeria, contextual factors and a variety of stakeholder perspectives often have a strong influence on activity implementation and

¹⁵ Accelerated Education Working Group Toolkit <https://inee.org/resources/accelerated-education-programme-monitoring-evaluation-toolkit>

¹⁶ USAID Equity of Access Indicator Guidance <https://www.edu-links.org/sites/default/files/media/file/FINAL-Equity-of-Access-Indicator-Guidance-11.13.18.pdf>

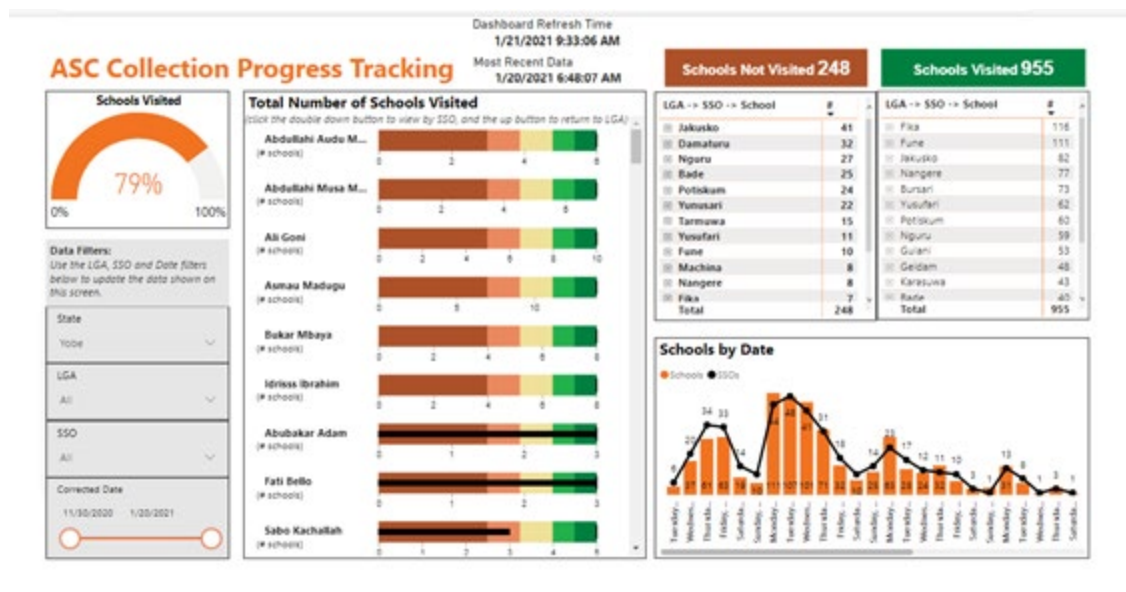
¹⁷ USAID Education Reporting Toolkit: <https://www.edu-links.org/indicators>.

performance. In order to generate data useful for tracking progress and informing design or implementation decisions, monitoring, evaluation, and CLA, activities should use complexity-aware approaches.¹⁸ In particular, the use of recurrent monitoring surveys may be helpful if existing analyses indicate that there are significant changes in displacement, food security, safety, or other contextual factors throughout the year.

The Activity Monitoring, Evaluation, and Learning Plan (AMELP) must define a sound and realistic approach for assessments, monitoring, evaluation, and learning, specifically demonstrating a capacity to maintain key data collection efforts even when geographic access is limited due to insecurity or other factors. The plan itself must be practical and efficient, leveraging existing data as much as possible. The plan will report on a manageable number of output and outcome indicators, using Standard Foreign Assistance Indicators whenever possible.

Existing data & data systems. The existing USAID-funded AENN activity worked with the Borno and Yobe State Universal Basic Education Boards (SUBEB) to create, install, and use Data Hub dashboards. These dashboards are used for monitoring and reporting and work as a tool for adaptive management because they distill and visualize data in a way that informs program and education authority decision-making. The Data Hubs are located in the SUBEB offices—rooms equipped with computers, Internet access, maps, and charts where users aggregate, access, and utilize education data for use in education planning, oversight and management. Below is a graphic report from the Data Hub capturing Yobe state’s 2018/19 Annual School Census Data.

¹⁸ USAID’s Complexity Aware Monitoring Discussion Note, available at <https://usaidlearninglab.org/library/complexity-aware-monitoring-discussion-note-brief>.



Assessments. The AMELP should describe when assessments will be used to guide decision-making. Assessments are learning exercises that can describe the complexity and nature of the scenario as well as provide data that describe the gap between what is needed to achieve the intended results and what currently exists. They differ from monitoring data in that they are collected at a single point in time, and should be used strategically either at the start of an activity, or at critical points during implementation (e.g., a significant context change that has impacted operations or needs at a large scale). There are four types of assessments that can generate data to inform the design and implementation of this activity:

1. Intake and summative learning assessments: Since the overall purpose of this activity is to ensure out-of-school children and youth in northeast Nigeria gain foundational skills, it will be necessary to conduct an intake assessment of literacy and numeracy to place learners at the skill-appropriate ABEP level. Intake assessments and other tools, such as the Early Grade Reading and Math Assessment instruments, were developed under USAID's Education Crisis Response (ECR) Activity and these instruments continued to be used under AENN. Using intake assessments and end-of-year summative assessments, OTL will be able to ensure learners are achieving grade-level equivalent learning outcomes in reading, math and social and emotional skills.
2. Safe learning environment assessment:¹⁹ Given the desired Result 2: *Children and youth are safe in and around basic education learning environments*, the activity will need to plan to implement a safe learning environment assessment at the site level at the start of the activity. These data should align to safety data collected in AENN-supported communities and inform the tailored safety interventions delivered.

¹⁹ USAID ECCN Safe Learning Environment Toolkit <https://www.eccnetwork.net/resources/eccn-safer-learning-environments-assessment-toolkit-508-compliant-version>

3. Rapid Education and Risk Analysis (RERA):²⁰ A RERA provides data about the operational environment, the potential existing sources of resilience that the activity can seek to reinforce and grow, and the ways in which the non-formal education system and this activity interacts with the existing crises in Borno and Yobe states. These assessments provide foundational information to ensure that all program activities are conflict-sensitive, gender-sensitive, and inclusive. The RERA assessment will provide the necessary information to finalize a list of target communities for programming. The results will inform the design of the complexity-aware monitoring approach and all program activities and will be constantly updated via Rolling Assessments.

Particularly given the extent to which schools have been targeted in the ongoing conflict, USAID/Nigeria anticipates an updated RERA to be carried out to inform relevant safeguarding strategies learners, educators, communities, and activity staff are integrated into program operational and work planning. Data from this type of analysis will also likely inform context monitoring (e.g., choosing and setting sentinel indicators) and collecting beneficiary feedback, described further below. It may also inform scenario-based planning.

4. Needs Assessments: Given the COVID-19 pandemic layered on top of other crises in Borno and Yobe states, the activity may plan and budget for targeted education needs assessments that align to the scope of the award, particularly to inform expansion of NFLCs into new communities. Needs assessments may cover a range of barriers to education, including but limited to, understanding social, economic, and nutritional barriers that could impede activity results. Needs assessments should be conducted in close coordination with local education stakeholders and contribute to Result 5--*Local and state education non-formal education institutions have increased capacity to manage, oversee and certify learning in non-formal learning centers*. If other stakeholders have completed a recent education needs assessment in areas of implementation, then USAID anticipates data would be used to inform program expansion and duplication of efforts would not be necessary. This may include coordination with USAID's humanitarian and food security programs and their on-going assessment and data collection efforts.
5. Organizational Capacity Assessments: With respect to Result 5, which is focused on capacity building of local institutions, assessments that encourage joint assessment of current capacity may be needed in order to inform the specific interventions used (e.g., an organizational capacity assessment).²¹ Monitoring, evaluation, and learning may also be functions that capacity-building seeks to improve. Particularly when institutions have survived through crisis or conflict, it is critical to keep this initial assessment focused,

²⁰ USAID Rapid Education and Risk Analysis Toolkit: <https://www.eccnetwork.net/resources/rapid-education-and-risk-analysis-rera-toolkit>

²¹ USAID's Organizational Capacity Assessment tool, available at <https://usaidlearninglab.org/library/organizational-capacity-assessment>.

practical, and useful. A heavy or lengthy assessment or diagnostic is not needed in order to begin collaborative capacity-building efforts.

Monitoring. Monitoring data will serve the following purposes: (1) document the progress, quality, and performance of the activity against the intended results; (2) document changes in the context that will influence implementation or outcomes; and (3) capture beneficiary data that the activity must address.

(1) *Documenting progress, quality, and performance of the activity.* As per USAID ADS 201, the Activity should use indicators from the USAID Education Reporting Toolkit²² whenever possible to report against outputs and outcomes. This allows USAID to aggregate data above the activity level. The toolkit includes Performance Indicator Reference Sheets (PIRS) that provide operational definitions, guidance, collection standards, and reporting requirements for each indicator. For each indicator proposed, the AMELP will indicate annual targets, plans for the determination of baseline values, explanation of the process by which the indicators will be tracked, and a description of how data will be used to inform activity management decisions. The AMELP should propose both output and outcome indicators. Proposed indicators should be gender-sensitive and must include the appropriate disaggregation including disaggregation by sex, age group, marginalized groups (e.g., learners with disabilities, displaced learners), and any other relevant fragility dimension (e.g., by ethnic group, religion, or geographical location). USAID will plan to use the following output and outcome indicators to manage or learn from this activity; these indicators must be collected and reported. The indicators below will be used to report against IR 2.2 in the Nigeria Country Development Cooperation Strategy 2020-2025.²³ :

- (a) ES.1-3 Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance
- (b) Proportion of enrolled learners who access education for the first time (or following a gap of at least one school year) with USG education assistance
- (c) ES.1-46: Percent of individuals who transition to further education or training following participation in USG-assisted programs
- (d) ES.1-51: Number of learning environments supported by USG assistance that have improved safety, according to locally-defined criteria. USAID/Nigeria expects the Recipient to monitor safety in contextually appropriate ways and using existing, locally adapted/tested tools. Such tools include, but are not limited to, USAID's safe learning environments toolkit and the World Bank's Global Program for Safer Schools toolkit.
- (e) ES.1-2: Percent of learners targeted for USG assistance who attain minimum grade-level proficiency in reading at the end of primary school

²² USAID Education Reporting Toolkit: <https://www.edu-links.org/indicators>.

²³ <https://www.usaid.gov/sites/default/files/documents/CDCS-Nigeria-August-2025.pdf>

- (f) Supp-5 Percent of learners targeted for USG assistance who attain minimum grade-level proficiency in math at the end of primary school
 - (g) Supp-9 Percent of learners with improved social and emotional skills, as locally defined, following participation in USG-assisted programs
 - (h) CBLD-9: Percent of USG-assisted organizations with improved performance
 - (i) An equity of access indicator. NFE programs are intended to improve equity of access to basic, quality education for marginalized learners. The Applicant should propose in their MEL Plan at least one indicator that explicitly captures improvements in equity.
- (2) *Documenting changes in the context that will influence implementation or outcomes:* Context monitoring tracks the assumptions or risks defined in the logic model. In other words, it monitors the conditions beyond the project's control that may affect implementation. Context refers to the conditions and external factors relevant to implementation of USAID strategies, projects, and activities. Context includes the environmental, economic, social, or political factors that may affect implementation, as well as how local actors, their relationships, and the incentives that guide them affect development results.²⁴ Based on operational experience and/or findings from a contextual analysis, like the RERA, the Recipient should include in their AMELP a limited number of indicators that will be monitored in order to understand how the fluid operating environment of northeast Nigeria is affecting implementation. Context monitoring should form the basis for triggering operational or programmatic pivots anticipated as part of scenario-based planning.
- (3) *Capture beneficiary data that the activity must plan to address.* Per ADS 201, AMELPs must include a description of the Activity's approach for establishing effective procedures for collecting and responding to feedback from beneficiaries, and reporting to USAID a summary of beneficiary feedback and how the implementing partner and the Mission addressed it. For this Activity, USAID recommends focusing on 2-3 questions at most. For example, beneficiary satisfaction with learning services, costs incurred while accessing learning services, and perceptions of safety might be possible inquiries.

Evaluation. USAID will select an independent external evaluator to evaluate this activity. The evaluation will include questions to understand the extent to which OTL achieved the stated purpose of improved foundational skills for children and youth, as well as to understand how component result areas contributed to that outcome. It will be important for USAID to evaluate the OTL activity as building on results achieved under the preceding AENN program, given that this activity will sustain support to the same communities and learners.

Upon USAID's designation of an evaluator, the Recipient will be required to cooperate and work with the external evaluator. The Recipient will cooperate and work in the following ways with the

²⁴ PIRS for context monitoring indicators can be found here: <https://usaidlearninglab.org/library/context-indicator-reference-sheet-cirs-guidance-and-template>.

external evaluator: (1) at the evaluation design phase, to provide input into feasible and relevant research questions; (2) at the implementation phase, providing guidance and assistance to evaluators to facilitate access to implementation sites and make introductions to relevant partners, (3) share activity data and relevant documents (including non-proprietary cost data) as needed during the course of activity implementation, and (4) participate in workshops focused on validation or interpretation of data and results. USAID invites Recipients to identify questions of importance for learning, adaptive management, and improved collaboration in the *Collaborating, Learning, and Adapting* section.

Collaborating, Learning, and Adapting (CLA).²⁵ Data analysis and actionable information dissemination and utilization, especially for improved programming and policy change, are core components of prior USAID investments (e.g. Data Hubs housed at the SUBEB offices). Recipients should clarify and detail how, when, and where within the activity they intend to use CLA principles and procedures to achieve goals.

The Recipient may choose to identify learning questions that improve the quality, scale, or reach of the Activity. These may be answered directly or in partnership with the state government or a higher education institution. Any learning questions proposed should build off of the investments that have already been made in education evaluation, learning, and research in Nigeria as well as in non-formal education. For example:

1. In Yobe and Borno states, the United Kingdom's FCDO funded a randomized-controlled trial which showed that for at-risk learners ages 6-17 years old attending government schools, a remedial tutoring program improved many literacy and numeracy skills (and overall performance on USAID's Early Grade Reading Assessment/Early Grade Math Assessment EGRA/EGMA measures). Study details and results are available here: <https://airbel.rescue.org/studies/the-effects-of-tutoring-on-childrens-learning-outcomes-in-nigeria/>.
2. In Yobe and Borno states, a randomized controlled trial showed that for learners aged 9-14 years old who had been out of school for at least two years (or had never attended school), accelerated learning programs were effective at improving literacy and numeracy skills, but were less effective on a wide range of social and emotional skills. Study details and results available here: <https://airbel.rescue.org/studies/the-cost-effectiveness-of-accelerated-learning-programs-alp-and-the-added-value-of-on-site-coaching-on-the-learning-and-transition-outcomes-of-out-of-school-children-in-northern-nigeria/>.
3. USAID Development Innovation Ventures - SEL Kernels. The results of this trial will be available in December 2021. However, because it tests the impact of a novel approach to improving social and emotional skills, a noted gap in the other studies, it would be important to consult these results before finalizing an evaluation plan.

²⁵ https://usaidlearninglab.org/sites/default/files/resource/files/keyconcepts_twopager_8.5x11_v7_20160907.pdf

4. The Accelerated Education Working Group Evidence Review on accelerated education programs, available here:
https://inee.org/system/files/resources/AEWG_Accelerated%20Education%20Evidence%20Review.pdf.

To inform the focus of the evaluation plan, the Recipient should consult USAID Learning Agendas, particularly the Education in Conflict and Crisis Learning Agenda²⁶ and the Youth Learning Agenda²⁷, as well as the Accelerated Education Working Group Learning Agenda.²⁸ Illustrative questions of interest for USAID and the broader education community involved in accelerated education include:

1. What is the contribution of accelerated education to equitable access, learning outcomes, retention, and completion in crisis and conflict contexts?
2. In what ways can the education sector advance humanitarian / development coherence in order to improve education outcomes and contribute to Agency cross-sectoral goals such as improved resilience and self-reliance?
3. How can USAID education programs contribute to building more resilient education institutions in crisis and conflict contexts?
4. What are innovative approaches to and methods for collecting reliable education data in complex changing environments affected by crisis and conflict?
5. Which education interventions are the most effective in improving student well-being in crisis and conflict contexts?
6. Which institutional capacity-strengthening interventions within the education sector in crisis and conflict contexts lead to the (a) greatest impacts on access, quality and equitable learning opportunities, and (b) the greatest local institutional capacity to deliver those services and realize sustainable results?
7. Are there soft skills that are more important for youth in conflict or fragile states?
8. What are the most effective ways to measure soft skills outcomes, including self-report assessments, use of observations, or other items such as situational judgement or anchoring vignettes?
9. What instruments are most effective for working with adolescents of different ages?

In creating an evaluation plan, the Recipient should keep in mind that comparison groups for NFE are difficult to construct. Learners in NFE are not comparable to learners in formal school or children and youth who are out-of-school. For this reason, any rigorous evaluation that is testing impacts (e.g., literacy, math, social and emotional learning, safety) should be testing the incremental impacts of additional or improved interventions against the standard non-formal accelerated education program.

²⁶ <https://www.eccnetwork.net/resources/usaaid-education-crisis-and-conflict-learning-agenda>

²⁷ <https://www.edu-links.org/resources/usaaid-youth-workforce-development-learning-agenda>

²⁸ https://inee.org/system/files/resources/AEWG_Accelerated_Education_Learning_Agenda-screen.pdf

Cost Reporting. The Recipient must comply with the cost data collection and reporting as outlined in USAID’s Cost Reporting Guidance and Annexes. In collaboration with USAID, the Recipient will select from the list of categories found in the USAID Cost Reporting Guidance to create cost codes relevant for the scope of work under the agreement. Sub-codes for non-recurrent costs (creation of the intervention) and recurrent costs (implementation of the intervention) for categories with substantial non-recurrent costs must be included. Management and operations expenditure also must be reported in separate sub-categories. The USAID Cost Reporting Guidance provides a list of additional optional sub-codes.

The cost data noted above must be collected on a continual basis by the Recipient following standard procedures, to ensure that the entirety of activity expenditure is captured. The Recipient must document details of the cost reporting system in a Cost Reporting Manual, to be submitted to USAID by the end of the first quarter of the Activity. The Recipient must deliver a cost report and supporting data in Excel following standard financial reporting format according to the schedule specified in the agreement, with additional disaggregation by agreed-upon standard cost categories. The report must include disaggregated expenditures for the reporting period, with the standard financial reporting categories (labor (local and international reported separately), fringe, materials procured, rent, travel, and overhead recovery) for each cost category. The report must indicate which expenditure was incurred through a sub-award to another organization as well as local versus international expenditure.

Additionally, the Recipient must document and report estimates of activity-critical and substantial inputs from other sources, including donated resources such as volunteer time, in-kind equipment/infrastructure and services, and any beneficiary/stakeholder inputs and other unpaid inputs that are often not accounted for in the budget. The USAID Cost Reporting Guidance provides information and templates for capturing these data. The Recipient is not responsible for monetizing these inputs, unless this information is readily available. The Recipient must follow templates in the Cost Reporting Guidance. The Recipient must also document and report details of the intervention, both as outputs and the dosage at the beneficiary level, following templates in the Cost Reporting Guidance.

Do no harm. As in any education program, do no harm principles should be reflected in the approach to monitoring, learning, and adapting. Plans and resources for the safeguarding of participants, data, and staff are required.

[END OF SECTION A]

SECTION B: FEDERAL AWARD INFORMATION

1. Estimate of Funds Available and Number of Awards Contemplated

USAID intends to award one (1) Cooperative Agreement pursuant to this notice of funding opportunity. Subject to availability of funding and at the discretion of the Agency, USAID intends to provide \$25 million in total USAID funding over a five (5) year period.

2. Expected Performance Indicators, Targets, Baseline Data, and Data Collection

The purpose of the USAID/Nigeria OTL activity is to equip out-of-school children and youth in northeast Nigeria with the foundational skills needed to progress to higher levels of education, training and/or engagement in the workforce. The proposed activity will directly contribute to USAID/Nigeria's Development Objective 2—A healthier, better educated population—via Intermediate Result 2.2—Improved learning outcomes in targeted states. The primary beneficiaries for this activity will be children and youth ages 9 to 15 years, particularly displaced and host community children in conflict-affected communities where education has been disrupted or is otherwise not accessible. The illustrative indicators that will be used to measure progress include, but are not limited to, the following:

Result: Children and youth have increased access to quality accelerated basic education

Indicator: Proportion of enrolled learners who access education for the first time (or following a gap of at least one school year) with USG education assistance

Indicator: Number of children accessing learning in non-formal learning centers

Result: Children and youth are safe in and around basic education learning environments

Indicator: Number of learning environments supported by USG assistance that have improved safety, according to locally-defined criteria.

Result: Non-Formal Education (NFE) facilitators deliver approved curriculum using age-appropriate pedagogy and instructional materials

Indicator: Percent of learners targeted for USG assistance who attain minimum grade-level proficiency in reading at the end of primary school

Result: Children and youth successfully mainstream into local formal education and training opportunities

Indicator: Percent of individuals who transition to further education or training following participation in USG-assisted programs

Result: Local and state education non-formal education institutions have increased capacity to manage, oversee and certify learning in non-formal learning centers

Indicator: Percent of USG-assisted organizations with improved performance

3. Start Date and Period of Performance for Federal Awards

The anticipated period of performance is five (5) years. The estimated start date will be o/a November 19, 2021.

4. Substantial Involvement

Award under this NOFO will be a cooperative agreement. Potential applicants should note that USAID policy prohibits the payment of fee/profit to the recipients under assistance instruments. Consistent with ADS 303.3.11, USAID will be substantially involved in the implementation of this Activity. The intended purpose of the Agreement Officer's Representative (AOR) involvement during the implementation of the program is to assist the recipient in achieving the supported objectives. It is expected that the AO will delegate the following approvals to the AOR:

(a) Approval of the Recipient's Implementation Plans

USAID will approve annual work plans and the life-of-project exit strategy, and any subsequent revisions.

(b) Approval of Specified Key Personnel

USAID may designate as Key Personnel only those positions that are essential to the successful implementation of the Recipient's program.

(c) Agency and Recipient Collaboration or Joint Participation

When the Recipient's successful accomplishment of program objectives would benefit from USAID's technical knowledge, the AO may authorize the collaboration or joint participation of USAID and the Recipient on the program. The AO may include appropriate levels of substantial involvement such as the following:

1. Collaborative involvement in selection of advisory committee members, if the program will establish an advisory committee that provides advice to the Recipient. USAID may participate as a member of this committee as well. Advisory committees must only deal with programmatic or technical issues and not routine administrative matters.
2. Concurrence on the substantive provisions of sub-awards –including subcontracts to carry out work of a technical nature under the award (examples include, carrying out a study or a training of a technical nature, etc.). 2 CFR 200.308 already requires the Recipient to obtain the AO's prior approval for the sub-award, transfer, or contracting out of any work under an award. This is generally limited to approving work by a third party under the agreement.
3. Approval of the Recipient's Activity Monitoring, Evaluation, and Learning Plan (AMELP).
4. Monitor to authorize specified kinds of direction or redirection because of interrelationships with other projects.

(d) Agency Authority to Immediately Halt a Construction Activity

The AO may immediately halt construction activity if identified specifications are not met.

An award shall be made only when the Agreement Officer makes a positive determination that the Applicant possesses, or has the ability to obtain, the necessary management competence in planning and carrying out assistance programs and that it will practice mutually agreed upon methods of accountability for funds and other assets provided by USAID. For organizations that are new to USAID, or organizations with outstanding audit findings, it may be necessary to perform a pre-award survey in accordance with ADS 303.3.9 and ADS 591.3.4.2.

5. Authorized Geographic Code

The geographic code for the procurement of commodities and services under this program is 937, defined as the United States, the recipient country, and developing countries other than advanced developing countries, but excluding any country that is a prohibited source. Procurement of vehicles and pharmaceuticals and other restricted commodities are subject to the limitations in 22 CFR 228, ADS 312, and ADS 310 and may require a waiver or Agreement Officer's approval.

For accurate identification of prohibited sources, please refer to 22 CFR 228 and Automated Directive System (ADS) 310 entitled "Source and Nationality Requirements for Procurement of Commodities and Services Financed by USAID."

6. Nature of the Relationship between USAID and the Recipient

The principal purpose of the relationship with the Recipient and under the subject program is to transfer funds to accomplish a public purpose of support or stimulation of the **OTL Activity** which is authorized by Federal statute. The successful Recipient will be responsible for ensuring the achievement of the program objectives and the efficient and effective administration of the award through the application of sound management practices. The Recipient will assume responsibility for administering Federal funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the Federal award.

[END OF SECTION B]

SECTION C: ELIGIBILITY INFORMATION

1. Eligible Applicants

Eligibility for this NOFO is not restricted.

USAID welcomes applications from organizations that have not previously received financial assistance from USAID.

2. Cost Sharing or Matching

There is no requirement for cost sharing or matching under this award.

3. Other

Organizations may submit only one application under this NOFO.

All applications received by the deadline will be reviewed for responsiveness and programmatic merit in accordance with the specifications outlined in Section D below. Applications should respond directly to the terms, conditions, specifications and provisions of this NOFO (including all portions of the program description). Applications that do not meet the requirements of this NOFO will not be considered for award.

[END OF SECTION C]

SECTION D: APPLICATION AND SUBMISSION INFORMATION

1. Agency Point of Contact

Primary:

Name: Abdullahi Sadiq
Title: Senior Acquisition and Assistance Specialist
Email: asadiq@usaid.gov
Phone: +234.9.461.9300

Alternate:

Name: Yves Kore
Title: Supervisory Agreement Officer
Email: ykore@usaid.gov
Phone: +234.9.461.9300

2. Questions and Answers

Questions regarding this NOFO should be submitted to abujasolicitations@usaid.gov with a copy to asadiq@usaid.gov no later than the date and time indicated on the cover letter, as amended. Any information given to a prospective applicant concerning this NOFO will be furnished promptly to all other prospective applicants as an amendment to this NOFO, if that information is necessary in submitting applications or if the lack of it would be prejudicial to any other prospective applicant.

3. General Content and Form of Application

Preparation of Applications:

Each applicant must furnish the information required by this NOFO. Applications must be submitted in two separate parts: the Technical Application and the Business (Cost) Application. This subsection addresses general content requirements applying to the full application. Please see subsections 5 and 6, below, for information on the content specific to the Technical and Business (Cost) applications. The Technical application must address technical aspects only while the Business (Cost) Application must present the costs, and address risk and other related issues.

Both the Technical and Business (Cost) Applications must be written in English and include a cover page containing the following information:

- Name and DUNS number of the organization(s) submitting the application;
- Identification and signature of the primary contact person (by name, title, organization, mailing address, telephone number and email address) and the identification of the alternate contact person (by name, title, organization, mailing address, telephone number and email address);
- Program name
- Notice of Funding Opportunity number
- Name and DUNS number of any proposed sub-recipients or partnerships (identify if any of the organizations are local organizations, per USAID's definition of 'local entity' under ADS 303).

Any erasures or other changes to the application must be initialed by the person signing the application. Applications signed by an agent on behalf of the applicant must be accompanied by evidence of that agent's authority, unless that evidence has been previously furnished to the issuing office.

Applicants may choose to submit a cover letter in addition to the cover pages, but it will serve only as a transmittal letter to the Agreement Officer. The cover letter will not be reviewed as part of the merit review criteria.

Applications must comply with the following:

- USAID will not review any pages in excess of 33 pages. Please ensure that applications comply with the page limitations.
- Written in English.
- Use standard 8 ½" x 11", single sided, single-spaced, 12 point Times New Roman font, 1" margins, left justification and headers and/or footers on each page including consecutive page numbers, date of submission, and applicant's name.
- 10-point font can be used for graphs and charts. However, Tables must comply with the 12 point Times New Roman requirement.
- Submitted via Microsoft Word or PDF formats, except budget files which must be submitted in Microsoft Excel.
- The estimated start date identified in Section B of this NOFO must be used in the cost application.
- The technical application must be a searchable and editable Word or PDF format as appropriate.
- The Cost Schedule must include an Excel spreadsheet with all cells unlocked and no hidden formulas or sheets. A PDF version of the Excel spreadsheet may be submitted in addition to the Excel version at the applicant's discretion, however, the official cost application submission is the unlocked Excel version.

Applicants must review, understand, and comply with all aspects of this NOFO. Failure to do so may be considered as being non-responsive and may be evaluated accordingly. Applicants should retain a copy of the application and all enclosures for their records.

4. Application Submission Procedures

Applications in response to this NOFO must be submitted no later than the closing date and time indicated on the cover letter, as amended. Late applications will not be reviewed nor considered. Applicants must retain proof of timely delivery in the form of system generated documentation of delivery receipt date and time/confirmation from the receiving office/certified mail receipt.

Applications must be submitted by email to abujasolicitations@usaid.gov with a copy to asadiq@usaid.gov. **Please do not submit applications through the Grants.gov website.** Email submissions must include the NOFO number and applicant's name in the subject line heading. In addition, for an application sent by multiple emails, the subject line must also indicate whether the email relates to the technical or cost application, and the desired sequence of the emails and their

attachments (e.g. "No. 1 of 4", etc.). For example, if your cost application is being sent in two emails, the first email should have a subject line that states: "[NOFO number], [organization name], Cost Application, Part 1 of 2".

USAID's preference is that the technical application and the cost application each be submitted as consolidated email attachments e.g., that you consolidate the various parts of a technical application into a single document before sending it. If this is not possible, please provide instructions on how to collate the attachments. USAID will not be responsible for errors in compiling electronic applications if no instructions are provided or are unclear.

After submitting an application electronically, applicants should immediately check their own email to confirm that the attachments were indeed sent. If an applicant discovers an error in transmission, please send the material again and note in the subject line of the email or indicate in the file name if submitted via grants.gov that it is a "corrected" submission. Do not send the same email more than once unless there has been a change, and if so, please note that it is a "corrected" email.

Applicants are reminded that e-mail is NOT instantaneous, and in some cases delays of several hours occur from transmission to receipt. Therefore, applicants are requested to send the application in sufficient time ahead of the deadline. For this NOFO, the initial point of entry to the government infrastructure is the USAID mail server.

There may be a problem with the receipt of *.zip files due to anti-virus software. Therefore, applicants are discouraged from sending files in this format as USAID/Nigeria cannot guarantee their acceptance by the internet server. File size must not exceed 10MB per email.

5. Technical Application Format

The technical application should be specific, complete, and presented concisely. The application must demonstrate the applicant's capabilities and expertise with respect to achieving the goals of this program. The application should take into account the requirements of the program and merit review criteria found in this NOFO.

The application must contain information that demonstrates the Applicant's understanding of the program description and must be prepared in such a manner as to enable the review committees to make a thorough evaluation and arrive at a sound determination of whether the application responds to the NOFO.

Unnecessarily elaborate brochures or other presentations beyond those sufficient to present a complete and effective application in response to this NOFO are not desired and may be construed as an indication of the Applicant's lack of cost consciousness. Elaborate artwork and expensive visual or other presentation aids are neither necessary nor wanted.

The format and presentation of technical approach is as follows:

- a) Cover Letter;
- b) Table of Contents;
- c) Executive Summary;

- d) Technical Approach;
- e) Management Approach;
- f) Organizational Capability and Experience; and
- g) Attachments as applicable: (do not count toward 33-page limit)
 - Draft Environmental Mitigation and Monitoring Plan;
 - Draft Activity Monitoring, Evaluation and Learning Plan (AMELP);
 - Organizational Chart(s);
 - Staffing Plan including skills matrix;
 - Key Personnel Position Descriptions;
 - Key Personnel CV/Resumes;
 - Key Personnel Letter of Commitment;
 - Letters of Commitment from Sub-Awardees (if any); and
 - Security Operational Plan.

NOTE: Applicants will determine the type of information to be submitted as attachments to their technical application in response to the instructions provided in the NOFO. The list provided above is illustrative and is not all-inclusive.

(a) Cover Page (See Section D.3 above for requirements; one page)

Include information on major sub-awardees (hereafter referred to as “subs”) must be clearly identified, along with their DUNS numbers; major subs are defined as those expected to perform at least 20 percent of the Applicant’s total proposed budget, or a prominent part of the technical effort.

(b) Table of Contents (does not count against the 33-page limit)

Include major sections and page numbering to easily cross-reference and identify merit review criteria.

c) Executive Summary (two pages)

The Executive Summary must provide a high-level overview of key elements of the Technical Application.

d) Technical Application body (maximum 30 pages only)

The purpose of this section is to provide the information necessary to allow USAID to fairly and completely evaluate the Applicant under each of the merit review criteria specified in Section E of this NOFO. The Technical Application Body must include the following sections:

- I. Technical Approach;
- II. Management Approach, including Management Plan & Staffing Plan; and
- III. Organizational Capability and Experience.

I. Technical Approach

The Technical Approach must:

- Articulate a clear theory of change that links proposed evidence-based interventions to specific, measurable, and achievable activity intermediate and sub-intermediate results. The technical approach must describe in some detail the scenario-based set of interventions proposed to achieve the activity outcomes and results. The technical approach should demonstrate the program's ability to respond to the education needs in each targeted state in order to achieve broad impact.
- Describe the Applicant's scenario-based implementation strategy. The technical approach must describe implementation strategies in the event security and access to affected populations in the northeast (1) deteriorates, (2) remains stable, or (3) improves. The scenario-based implementation strategy must describe in some detail how the Applicant will adapt to changes in the context or pivot among the proposed implementation strategies. The Applicant must describe the key assumptions for each scenario. The scenario-based implementation strategy should demonstrate a clear understanding of the conflict dynamics and operating environment in the targeted states of northeastern Nigeria.
- Describe an appropriate monitoring and evaluation strategy that balances both the need for accountability with the desire to learn and apply adaptive management throughout the life of the activity. The monitoring and evaluation strategy should include a clear articulation of the complexity-aware monitoring strategies that will be used and the opportunities for periodic evaluative and/or learning events to be held over the course of the activity.
- Describe how the proposed interventions will collaborate with and capitalize on other USAID, GON, development partners, and local organization activities. The Technical Approach should (a) demonstrate a strong understanding of past investments in the education sector, (b) awareness of donors' work in technical areas similar and complementary to the proposed scope of this activity, and (c) include strategies for promoting collaboration and avoiding overlap or duplication in planned interventions.

II. Management Approach

Overall, the Management Approach should clearly describe how the proposed activities will be managed. The Management Approach must include a Management Plan and Staffing Plan according to the following:

- The **Management Plan** must:
 - Describe the management structure that will be put in place to ensure achievement of the program outcomes and proposed results, including ensuring equitable gender and disability management practices.
 - Describe the roles, responsibilities and capacity of all partners working on the activity, including international, national, local and government partners. Given the

dearth and geographic specificity of local partners, *applicants are strongly discouraged from requiring local organizations to sign exclusivity agreements.*

- The **Staffing Plan** must:

- Describe the proposed Staffing Plan, including a minimum of three key personnel. The Staffing Plan should show sufficient human resources in the technical, monitoring and evaluation, managerial, and administrative functions necessary for successful implementation. The Staffing Plan should demonstrate cost effectiveness.
- Include in an annex an infographic that clearly describes the management structure or organizational chart. The proposed organizational structure should provide clear lines of management, supervisory authority, and technical responsibility.
- Provide a cogent description of the roles and responsibilities of key personnel and professional technical staff and advisors. The Staffing Plan should articulate how key personnel have the requisite knowledge, skills, experience, and language ability to effectively achieve the results and deliverables proposed.
- Include in an annex the curriculum vitae (limited to 2 pages per individual) for all key personnel proposed using a standard format. The Applicant must also provide a written and signed letter of intention from each key personnel indicating his/her: (a) availability to serve in the stated position, in terms of the number of days after award; and (b) intention to serve for a specified duration. *Applicants are strongly discouraged from requiring key personnel to sign exclusivity agreements*

III. Organizational Capability and Experience

The Applicant should furnish evidence that it has, along with its proposed major sub-recipients (if any), the ability to plan, implement and monitor education activities in conflict settings or contexts similar to northeastern Nigeria. The Applicant should discuss its track record in managing complex education activities that required substantial and sustained collaboration with a large number of collaborators including other USAID implementing partners, host country government authorities, and non-public education sector actors. The Applicant must highlight past experience demonstrating their ability to address gender issues and inclusive development. The Applicant, including all sub-recipients or partners of a consortium, must address relevant experience for itself and each major sub-recipient (i.e. a partner whose proposed cost exceeds 20 percent of the Applicant's total proposed cost). USAID may give more weight to performance information that is considered more relevant and/or more current.

6. Business (Cost) Application Format

The Business (Cost) Application must be submitted separately from the Technical Application. While no page limit exists for the full cost application, applicants are encouraged to be as concise as possible while still providing the necessary details. The business (cost) application must illustrate the entire period of performance, using the budget format shown in the SF-424A.

Prior to award, applicants may be required to submit additional documentation deemed necessary for the Agreement Officer to assess the applicant's risk in accordance with 2 CFR 200.206. Applicants should not submit any additional information with their initial application.

The Cost Application must contain the following sections (which are further elaborated below this listing with the letters for each requirement):

a) Cover Page (See Section D.3 above for requirements)

b) SF 424 Form(s)

The applicant must sign and submit the cost application using the SF-424 series. Standard Forms can be accessed electronically at www.grants.gov or using the following links:

Instructions for SF-424	http://www.grants.gov/web/grants/form-instructions/sf-424-instructions.html
Application for Federal Assistance (SF-424)	https://www.grants.gov/web/grants/forms/sf-424-family.html
Instructions for SF-424A	http://www.grants.gov/web/grants/form-instructions/sf-424a-instructions.html
Budget Information (SF-424A)	https://www.grants.gov/web/grants/forms/sf-424-family.html
Instructions for SF-424B	http://www.grants.gov/web/grants/form-instructions/sf-424b-instructions.html
Assurances (SF-424B)	https://www.grants.gov/web/grants/forms/sf-424-family.html

Failure to accurately complete these forms could result in the rejection of the application.

c) Required Certifications and Assurances

The applicant must complete the following documents and submit a signed copy with their application:

- (1) "Certifications, Assurances, Representations, and Other Statements of the Recipient" ADS 303mav document found at <http://www.usaid.gov/sites/default/files/documents/1868/303mav.pdf>
- (2) Assurances for Non-Construction Programs (SF-424B)
- (3) Certificate of Compliance: Please submit a copy of your Certificate of Compliance if your organization's systems have been certified by USAID/Washington's Office of Acquisition and Assistance (M/OAA).

d) Budget and Budget Narrative

The Budget must be submitted as one unprotected Excel file (MS Office 2000 or later versions) with visible formulas and references and must be broken out by project year, including itemization of the federal and non-federal (cost share) amount. Files must not contain any hidden or otherwise inaccessible cells. Budgets with hidden cells lengthen the cost analysis time required to make award, and may result in a rejection of the cost application. The Budget Narrative must contain sufficient detail to allow USAID to understand the proposed costs. The applicant must ensure the budgeted costs address any additional requirements identified in Section F, such as Branding and Marking. The Budget Narrative must be thorough, including sources for costs to support USAID's determination that the proposed costs are fair and reasonable.

The Budget must include the following worksheets or tabs, and contents, at a minimum:

- Summary Budget, inclusive of all program costs (federal and non-federal), broken out by major budget category and by year for activities implemented by the applicant and any potential sub-applicants for the entire period of the program. **See Section H, ANNEX 1** for an illustrative Summary Budget Template.
- Detailed Budget, including a breakdown by year, sufficient to allow the Agency to determine that the costs represent a realistic and efficient use of funding to implement the applicant's program and are allowable in accordance with the cost principles found in 2 CFR 200 Subpart E.
- Detailed Budgets for each sub-recipient, for all federal funding and cost share, broken out by budget category and by year, for the entire implementation period of the project.

The Detailed Budget must contain the following budget categories and information, at a minimum:

- 1) Salaries and Allowances – Must be proposed consistent with 2 CFR 200.430 Compensation - Personal Services. The applicant's budget must include position title, salary rate, level of effort, and salary escalation factors for each position. Allowances, when proposed, must be broken down by specific type and by position. Applicants must explain all assumptions in the Budget Narrative. The Budget Narrative must demonstrate that the proposed compensation is reasonable for the services rendered and consistent with what is paid for similar work in other activities of the applicant. Applicants must provide their established written policies on personnel compensation. If the applicant's written policies do not address a specific element of compensation that is being proposed, the Budget Narrative must describe the rationale used and supporting market research.
- 2) Fringe Benefits – (if applicable) If the applicant has a fringe benefit rate approved by an agency of the U.S. Government, the applicant must use such rate and provide evidence of its approval. If an applicant does not have a fringe benefit rate approved, the applicant must propose a rate and explain how the applicant determined the rate. In this case, the Budget Narrative must include a detailed breakdown comprised of all items of fringe benefits (e.g., superannuation, gratuity, etc.) and the costs of each, expressed in U.S. dollars and as a percentage of salaries.

- 3) Travel and Transportation – Provide details to explain the purpose of the trips, the number of trips, the origin and destination, the number of individuals traveling, and the duration of the trips. Per Diem and associated travel costs must be based on the applicant’s normal travel policies. When appropriate please provide supporting documentation as an attachment, such as company travel policy, and explain assumptions in the Budget Narrative.
- 4) Procurement or Rental of Goods (Equipment & Supplies), Services, and Real Property – Must include information on estimated types of equipment, models, supplies and the cost per unit and quantity. The Budget Narrative must include the purpose of the equipment and supplies and the basis for the estimates. The Budget Narrative must support the necessity of any rental costs and reasonableness in light of such factors as: rental costs of comparable property, if any; market conditions in the area; alternatives available; and the type, life expectancy, condition, and value of the property leased.
- 5) Subawards – Specify the budget for the portion of the program to be passed through to any subrecipients. See 2 CFR 200 for assistance in determining whether the sub-tier entity is a subrecipient or contractor. The subrecipient budgets must align with the same requirements as the applicant’s budget, including those related to fringe and indirect costs.
- 6) Construction – Not applicable.
- 7) Other Direct Costs – This may include other costs not elsewhere specified, such as report preparation costs, passports and visas fees, medical exams and inoculations, as well as any other miscellaneous costs which directly benefit the program proposed by the applicant. The applicant should indicate the subject, venue and duration of any proposed conferences and seminars, and their relationship to the objectives of the program, along with estimates of costs. Otherwise, the narrative should be minimal.
- 8) Indirect Costs – Applicants must indicate whether they are proposing indirect costs or will charge all costs directly. In order to better understand indirect costs please see Subpart E of 2 CFR 200. The application must identify which approach they are requesting and provide the applicable supporting information. Below are the most commonly used Indirect Cost Rate methods:

Method 1 - Direct Charge Only

Eligibility: Any applicant

Initial Application Requirements: See above on direct costs

Method 2 - Negotiated Indirect Cost Rate Agreement (NICRA)

Eligibility: Any applicant with a NICRA issued by a USG Agency must use that NICRA

Initial Application Requirements: If the applicant has a current NICRA, submit your approved NICRA and the associated disclosed practices. If your NICRA was issued by an Agency other than USAID, provide the contact information for the approving Agency. Additionally, at the Agency’s discretion, a provisional rate may be set forth in the award subject to audit and finalization. See [USAID’s Indirect Cost Rate Guide for Non Profit Organizations](#) for further guidance.

Method 3 - De minimis rate of 10% of modified total direct costs (MTDC)

Eligibility: Any applicant that does not have a current NICRA.

Initial Application Requirements: Costs must be consistently charged as either indirect or direct costs, but may not be double charged or inconsistently charged as both. If chosen, this methodology once elected must be used consistently for all Federal awards until such time as a non-Federal entity chooses to negotiate an indirect rate, which the non-Federal entity may apply to do at any time. The applicant must describe which cost elements it charges indirectly vs. directly. See 2 CFR 200 for further information.

Method 4 - Indirect Costs Charged As A Fixed Amount

Eligibility: Non U.S. non-profit organizations without a NICRA may request, but approval is at the discretion of the AO.

Initial Application Requirements: Provide the proposed fixed amount and a worksheet that includes the following:

- Total costs incurred by the organization for the previous fiscal year and estimates for the current year.
- Indirect costs (common costs that benefit the day-to-day operations of the organization, including categories such as salaries and expenses of executive officers, personnel administration, and accounting, or that benefit and are identifiable to more than one program or activity, such as depreciation, rental costs, operations and maintenance of facilities, and telephone expenses) for the previous fiscal year and estimates for the current year.
- Proposed method for prorating the indirect costs equitably and consistently across all programs and activities of using a base that measures the benefits of that particular cost to each program or activity to which the cost applies.

If the applicant does not have an approved NICRA and does not elect to utilize the 10% de minimis rate, the Agreement Officer will provide further instructions and may request additional supporting information, including financial statements and audits, should the application still be under consideration after the merit review. USAID is under no obligation to approve the applicant's requested method.

- 9) Security Costs: The Applicant will provide a budget for security costs as part of its application. The Security Plan and budget must delineate and justify for reasonableness all costs and provide a coherent, overall integrated security plan that demonstrates that the Applicant has undertaken a thoughtful review of their security needs and includes analysis of the various elements of a security plan. The security budget must be complete and include comprehensive budget notes.

Applicants must consider any costs foreseen for security, as identified in **ANNEX #7 “Sample Format for Initial Security Plan”** to include security equipment, security related communication equipment, and guards required for program implementation. These costs must be included under

“Other Direct Costs.” Security Costs must be clearly identified in the cost application in a separate budget line item and must be included as part of the overall Applicant’s cost application.

e) Prior Approvals in accordance with 2 CFR 200.407

Inclusion of an item of cost in the detailed application budget does not satisfy any requirements for prior approval by the Agency. If the applicant would like the award to reflect approval of any cost elements for which prior written approval is specifically required for allowability, the applicant must specify and justify that cost. See 2 CFR 200.407 for information regarding which cost elements require prior written approval.

e) Approval of Subawards

The applicant must submit information for all subawards that it wishes to have approved at the time of award. For each proposed subaward the applicant must provide the following:

- Name of organization
- DUNS Number
- Confirmation that the subrecipient does not appear on the Treasury Department’s Office of Foreign Assets Control (OFAC) list
- Confirmation that the subrecipient does not have active exclusions in the System for Award Management (SAM)
- Confirmation that the subrecipient is not listed in the United Nations Security designation list
- Confirmation that the subrecipient is not suspended or debarred
- Confirmation that the applicant has completed a risk assessment of the subrecipient, in accordance with 2 CFR 200.332(b)
- Any negative findings as a result of the risk assessment and the applicant’s plan for mitigation.

f) Dun and Bradstreet and SAM Requirements

USAID may not award to an applicant unless the applicant has complied with all applicable unique entity identifier (DUNS number) and System for Award Management (SAM) requirements. Each applicant (unless the applicant is an individual or Federal awarding agency that is exempted from requirements under 2 CFR 25.110(b) or (c), or has an exception approved by the Federal awarding agency under 2 CFR 25.110(d)) is required to:

1. Provide a valid DUNS number for the applicant and all proposed sub-recipients;
2. Be registered in SAM before submitting its application. SAM is streamlining processes, eliminating the need to enter the same data multiple times, and consolidating hosting to make the process of doing business with the government more efficient (www.beta.sam.gov).

3. Continue to maintain an active SAM registration with current information at all times during which it has an active Federal award or an application or plan under consideration by a Federal awarding agency.

The registration process may take many weeks to complete. Therefore, applicants are encouraged to begin the process early. If an applicant has not fully complied with the requirements above by the time USAID is ready to make an award, USAID may determine that the applicant is not qualified to receive an award and use that determination as a basis for making an award to another applicant.

DUNS number: <http://fedgov.dnb.com/webform>

SAM registration: <http://www.beta.sam.gov>

Non-U.S. applicants can find additional resources for registering in SAM, including a Quick Start Guide and a video on how to obtain an NCAGE code, on www.beta.sam.gov, navigate to Help, then to International Registrants.

g) History of Performance

The applicant must provide information regarding its recent (not to exceed 3 years) history of performance for all its cost-reimbursement contracts, grants, or cooperative agreements involving similar or related programs, not to exceed 5 awards, as follows:

- Name of the Awarding Organization;
- Award Number;
- Activity Title;
- A brief description of the activity;
- Period of Performance;
- Award Amount;
- Reports and findings from any audits performed in the last 3 years; and
- Name of at least two (2) updated professional contacts who most directly observed the work at the organization for which the service was performed with complete current contact information including telephone number, and e-mail address for each proposed individual.

If the applicant encountered problems on any of the referenced Awards, it may provide a short explanation and the corrective action taken. The applicant should not provide general information on its performance. USAID reserves the right to obtain relevant information concerning an applicant's history of performance from any sources and may consider such information in its review of the applicant's risk. The Agency may request additional information and conduct a pre-award survey if it determines that it is necessary to inform the risk assessment.

Applicants must use the format provided in ANNEX #6: Past Performance Information of the NOFO to document the detailed information as requested. The completed forms should be included in the Business (cost) application as an Appendix/Annex.

h) Branding Strategy & Marking Plan

It is a U.S. Federal statutory and regulatory requirement that all overseas programs, projects, activities, public communications, and commodities that USAID partially or fully funds under an assistance award or sub-award must be appropriately marked with the USAID identity.

Pursuant to ADS 303.3.6.3.f and ADS 320.3.1.2, the apparently successful applicant will be requested to submit a Branding Strategy and Marking Plan that will have to be successfully negotiated before a cooperative agreement will be awarded. These plans shall be prepared in accordance with the guidance in ADS 320.3.1.2, 2 CFR 700.16 and the references therein. ADS Chapter 320 sections concerning "assistance" apply to this NOFO. ADS Chapter 320 sections concerning "acquisition" do not apply to this NOFO. ADS Chapter 320 can be found on the USAID website: <http://www.usaid.gov/policy/ads/300/320>.

Please note that USAID/Nigeria has waived marking requirements for selected locations in Nigeria. A copy of the waiver notification to USAID/Nigeria Implementing Partners is provided as ANNEX #8 to this NOFO.

The Branding Strategy and Marking Plan must not be included with the original application but will be provided only after a written request of the Agreement Officer. However, the cost of Branding and Marking must be included in the Cost Application.

USAID/Nigeria does not intend to make an award without an approved Branding Strategy and Marking Plan. The apparently successful applicant will be asked to provide a Branding Strategy and Marking Plan to be evaluated and approved by the Agreement Officer and incorporated into any resulting award

i) Funding Restrictions

Profit is not allowable for recipients or subrecipients under this award. See 2 CFR 200.331 for assistance in determining whether a sub-tier entity is a subrecipient or contractor.

Construction will not be authorized under this award.

USAID will not allow the reimbursement of pre-award costs under this award without the explicit written approval of the Agreement Officer.

Except as may be specifically approved in advance by the AO, all commodities and services that will be reimbursed by USAID under this award must be from the authorized geographic code specified in Section B.4 of this NOFO and must meet the source and nationality requirements set forth in 22 CFR 228.

j) Conflict of Interest Pre-Award Term

The Pre-award Terms found in ADS 303mba: <https://www.usaid.gov/sites/default/files/documents/1868/303mba.pdf> are incorporated into this NOFO by reference:

- 1) Branding Strategy – Assistance;
- 2) Marking Plan – Assistance; and
- 3) Conflict of Interest Pre-Award Term

Applicants must complete the above documents and submit a signed copy with their application

i) Security Plan

The Applicant must submit a Security Plan as a part of their application. The Security Plan must be based on a credible threat analysis and risk assessment. The plan must provide a coherent, integrated security plan, which demonstrates that the Applicant has undertaken a thoughtful review of their security needs and includes analysis of the various elements of a security system showing how threats will be mitigated.

The Security Plan must include a point of contact to answer questions or provide clarifications regarding security throughout the life of the program. The Applicant is encouraged to acquire professional advice from an expert of its choosing to assist in establishing an overall security plan/system.

The security plan accompanied by the budget will be reviewed together with the technical and cost applications, and it needs to demonstrate that the security needs to successfully implement the program description as presented in the Applicant's technical approach have been addressed/considered.

A sample format for Initial Security Plan is included in this NOFO as ANNEX #7.

[END OF SECTION D]

SECTION E: APPLICATION REVIEW INFORMATION

1. Criteria

The merit review criteria prescribed here are tailored to the requirements of this particular NOFO. Applicants should note that these criteria serve to: (a) identify the significant matters which the applicants should address in their applications, and (b) set the standard against which all applications will be evaluated.

Technical and other factors will be evaluated relative to each other, as described here and prescribed by the Technical Application Format. The Technical Application will be scored by a Selection Committee (SC) using the criteria described in this section.

2. Review and Selection Process

USAID intends to award a single Cooperative Agreement from this NOFO. However, USAID reserves the right to make more than one award or no award if determined to be in the best interest of the Government. Each application submitted compliant with the terms of this NOFO will be reviewed according to the process set forth below.

Committee members will examine the logic, feasibility and appropriateness of the technical approach, including responsiveness to cross-cutting themes, indicators and anticipated development results or impacts; quality and availability of personnel in response to stated qualifications or requirements; and several institutional factors.

After evaluations have been completed, the Agreement Officer (AO), considering the SC review and the cost evaluation, will then make the final selection. USAID may engage in discussions or negotiations with the Apparently Successful Applicant regarding any matter to be covered in the final technical and cost application. USAID may also award without further discussions with the selected Applicant.

a) Merit Review

USAID will conduct a merit review of all applications received that comply with the instructions in this NOFO. Applications will be reviewed and evaluated in accordance with the following criteria shown in descending order of importance:

FACTOR	FACTOR DESCRIPTION	IMPORTANCE
Criterion 1	Technical Approach	Very Important
Criterion 2	Management Approach	Important
Criterion 3	Organizational Capability and Experience	Important

Evaluation Criteria #1: Technical Approach

The technical approach will be evaluated based on the degree to which:

- **Technical Soundness:** the technical approach articulates a clear theory of change and applies a technically sound, realistic, evidence-based set of integrated interventions to achieve results for target beneficiaries, including appropriate strategies to ensure adaptability and conflict-sensitivity throughout the life of the activity and to manage adaptively.
- **Potential for Impact:** the proposed program demonstrates the ability to achieve maximum impact in ensuring equitable access to certified basic education opportunities that improve learning outcomes.
- **Monitoring & Evaluation Strategy:** reliable and valid measures and methods are applied to monitoring, evaluation, and learning that are complexity-aware and appropriate for the proposed interventions and implementation strategies.
- **Coordination:** the proposed program leverages the Government of Nigeria, USAID and other donor investments to achieve the activity results, as well as building on and applying lessons learned from past USAID investments in education and other sectors.

Evaluation Criteria #2: Management Approach

The management approach will be evaluated based on the extent to which:

- **Management Plan:** the Management Plan provides a realistic and manageable approach to activity implementation across outcome areas, partners, and geographic regions, and optimizes the experience, expertise and capacity of each partner.
- **Staffing Plan:** (a) the Staffing Plan is clear and responsive to the technical, monitoring/evaluation, and management needs of the proposed activity, (b) demonstrates an optimal use of resources, and (c) the relevance and strength of qualifications and experience for proposed key personnel, including technical expertise, adaptive management skills, education levels, and number of years of experience.

Evaluation Criteria #3: Organizational Capability and Experience

Organizational capability and experience will be evaluated based on the extent to which the application demonstrates that it has implemented prior education awards of similar scale and complexity. Elements to be considered include the extent to which:

- **Organizational Capability:** the application demonstrates the organizational capability and capacity to plan, implement, and support education programs in post-conflict settings or contexts similar to northeast Nigeria.
- **Experience:** (a) the application demonstrates a strong record in managing complex education sector activities that required substantial and sustained collaboration with a large number of collaborators including other USAID implementing partners, host country government officials and agencies, and non-public education sector actors; and (b) the

Applicant demonstrates the ability to apply gender-transformative and inclusive development approaches.

b) Business Review

The Agency will evaluate the cost application of the applicant(s) under consideration for an award as a result of the merit criteria review to determine whether the costs are allowable in accordance with the cost principles found in 2 CFR 200 Subpart E.

The Agency will also consider (1) the extent of the applicant's understanding of the financial aspects of the program and the applicant's ability to perform the activities within the amount requested; (2) whether the applicant's plans will achieve the program objectives with reasonable economy and efficiency; and (3) whether any special conditions relating to costs should be included in the award.

Proposed cost share, if provided, will be reviewed for compliance with the standards set forth in 2 CFR 200.306, 2 CFR 700.10, and the Standard Provision "Cost Sharing (Matching)" for U.S. entities, or the Standard Provision "Cost Share" for non-U.S. entities. However, there is no requirement for cost sharing or matching under this award.

The AO will perform a risk assessment (2 CFR 200.206). The AO may determine that a pre-award survey is required to inform the risk assessment in determining whether the prospective recipient has the necessary organizational, experience, accounting and operational controls, financial resources, and technical skills – or ability to obtain them – in order to achieve the objectives of the program and comply with the terms and conditions of the award. Depending on the result of the risk assessment, the AO will decide to execute the award, not execute the award, or award with “specific conditions” (2 CFR 200.208).

[END OF SECTION E]

SECTION F: FEDERAL AWARD ADMINISTRATION INFORMATION

1. Federal Award Notices

Award of the agreement contemplated by this NOFO cannot be made until funds have been appropriated, allocated and committed through internal USAID procedures. While USAID anticipates that these procedures will be successfully completed, potential applicants are hereby notified of these requirements and conditions for the award.

2. Administrative & National Policy Requirements

The resulting award from this NOFO will be administered in accordance with the following policies and regulations.

For US organizations: [ADS 303](#), [2 CFR 700](#), [2 CFR 200](#), and [Standard Provisions for U.S. Non-governmental organizations](#).

For Non-US organizations: [Standard Provisions for Non-U.S. Non-governmental Organizations](#).

See Section H, ANNEX #2, for a list of the Standard Provisions that will be applicable to any awards resulting from this NOFO.

3. Reporting Requirements

- **Financial Reporting:**

The recipient shall account for expenditures for activities carried out to ensure funds are used for their intended purposes. Financial reports shall be in accordance with 2 CFR 200.327.

(a) Quarterly Report: The recipient will submit an SF 425, the Federal Financial Report, via electronic format to the U.S. Department of Health and Human Services (<http://www.dpm.psc.gov>) within 30 calendar days following the end of each quarter of the United States Government fiscal year. A copy of this form shall be simultaneously submitted to the Agreement Officer's Representative (AOR) and the USAID/Senegal Office of Financial Management.

(b) Final Report: The recipient will submit within 90 calendar days following the estimated completion date of this award the original and three (3) copies of the final Federal Financial Reports (SF-425) to: (a) USAID/Washington, M/CFO/CMP-LOC Unit; (b) the Agreement Officer, (c) Agreement Officer's Representative (AOR). The electronic version of the final SF 425 will be submitted to the U.S. Department of Health and Human Services (<http://www.dpm.psc.gov>) in accordance with paragraph (a) above.

Electronic copies of the SF-425 can be found at:

http://www.whitehouse.gov/omb/grants/standard_forms/ff_report.pdf and
<http://www.forms.gov/bgfPortal/docDetails.do?dId=15149>

Line item instructions for completing the SF-425 can be found at:
http://www.whitehouse.gov/omb/grants/standard_forms/ffr_instructions.pdf.

- **Performance Reporting**

The successful Applicant will provide the following reports, in English, to the USAID Agreement Officer's Representative (AOR) and the Agreement Officer, as specified below, in accordance with 2 CFR 220.327 and 220.328.

General:

- All progress and performance reports should include data for each indicator summarizing results by (a) current period, (b) year to date, and (c) activity to date.
- The Recipient is strongly encouraged to use the USAID Education Reporting Toolkit²⁹ to guide data reporting.
- The narrative portion of reports should be concise, clearly written, and free of ambiguity. Data should be presented clearly and accurately in tables, graphs, or charts.
- Data and results from sub-grantees should be integrated so that the full impact of the program is shown.
- The Recipient will submit draft reports by the due date indicated below. The AOR will provide comments for revision and clarification within 15 days of receipt of the report. The Recipient will submit the final report within 15 days of receipt of the AOR's comments.

1. Annual Work Plan

- a. Due: 45 days after award and 30 days after each subsequent performance year.
- b. The annual work plan will describe activities to be conducted at a greater level of detail than the program description in the RFA and the Recipient's application. It must be clearly cross-referenced with the applicable sections in the program description. Also included in the work plan will be an explanation of how those achievements are expected to contribute to the Intermediate Results.
- c. The first annual work plan after award will also serve as the start-up plan. It should include a timeline for consultations, needs assessments, site selection, staffing, and other start-up activities.

2. Activity Monitoring, Evaluation, and Learning Plan (AMELP)

- a. Due 45 days after award; updates are due 30 days after each subsequent performance year
- b. The AMELP will establish a manageable number of outcome and output indicators, with baselines and targets, as necessary to reflect the overall performance and effectiveness of the program. USAID standard indicators with Performance Indicator Reference Sheets (PIRS) should be used to the maximum

²⁹ [USAID Education Reporting Toolkit](#)

extent possible. For any custom indicators, a PIRS should be included in the AMELP to operationally define the indicator and establish data collection procedures.

3. Cost Report

- a. Due 45 days after award; updates are due 30 days after each subsequent performance year
- b. As discussed in Section VI, Activity Monitoring, the Recipient must comply with the cost data collection and reporting as outlined in USAID's Cost Reporting Guidance and Annexes.
- c. Cost reports should comply with USAID guidance and report on:
 - i. Expenditure by cost category for the reporting period with details of expenditure, including labor costs (separately reported international and local salaries, fringe benefits), other costs (materials, travel, etc), and overhead recovery, for each cost category;
 - ii. Information on government and non-government contributions to the activity, by cost category, following agreed-upon templates; and
 - iii. Details of the intervention/outputs for the reporting period, including a quarterly progress report.

4. Quarterly Progress Report

- a. Due 30 days after each quarter
- b. The Recipient will submit quarterly performance reports to demonstrate progress, outline the activities of the preceding three months, discuss results, and present lessons learned. The narrative body of the report must describe the tasks completed in the last three months relative to what was anticipated in the approved work plan. It will assess the overall activity impact to date relative to the performance indicator targets and results defined in the activity theory of change. The narrative should clearly and concisely discuss the operating environment, program activities, results, and other notable achievements. Both positive and negative deviations should be explained and, as necessary, corrective or other actions discussed that will be taken or proposed. More details on the format of the quarterly performance reports will be provided after award.
- c. For quarterly progress reports, data for all indicators as documented in the AMELP, should be reported. Data should be clearly reported in a table showing results for (1) the current reporting period, (2) the current year to date, and 3) the aggregate results of the program to date.
- d. The indicator data report should be accompanied by a narrative discussion of the results as necessary to explain positive or negative deviations from expectations as defined in the work plan and AMELP. If necessary, the narrative should discuss corrective actions the program will implement, recommend adjustments to the work plan, or explain issues in the operating environment (e.g. security constraints; disruptions due to health; government cooperation).
- e. The report must describe the tasks completed in the last three months relative to what was anticipated in the approved work plan, and will assess the overall activity impact to date relative to the performance indicator targets and results defined in

the activity theory of change.

- f. The report should include one or more stories, including at least one image, that features a program success, notable event, or other important achievement. These stories should typically be one page and formatted to facilitate USAID internal and external communications. The AOR may provide a template for reporting success stories.

5. Annual Performance Report

- a. Due 30 days after the end of the fourth quarter of each performance year. Each annual report is submitted in lieu of the fourth quarterly report of the year.
- b. The report should include an Executive Summary outlining award accomplishments, results, and conclusions as well as recommendations for adjustments.
- c. While the annual report will present results and achievements for the quarter, the focus should be on the results for the full performance year, analysis of what is or is not working, conclusions, and recommendations for adjustments.
- d. Annual performance reports will summarize actions, progress, and results during the year in relation to the approved work plan and the activity theory of change it supports. The report should discuss lessons learned, propose adaptive management shifts, and proposed updates to the theory of change. The annual performance report will be used by USAID to assess the status of activity implementation.
- e. For annual performance reports, data for all indicators as documented in the AMELP, should be reported. Data should be clearly reported in a table showing results for (1) the current quarterly reporting period, (2) the annual results, and (3) the aggregate results of the program to date.
- f. The indicator data report should be accompanied by a narrative discussion of the results as necessary to explain positive or negative deviations from expectations as defined in the work plan and AMELP. If necessary, the narrative should discuss corrective actions the program will implement, recommend adjustments to the work plan, or explain issues in the operating environment (e.g. security constraints; disruptions due to health; government cooperation).
- g. The annual report should include an evidence-based analysis of program performance and results, identifying both strengths and weaknesses. Recommendations for program adjustments or changes to the work plan may be made.
- h. The report should include at least two new stories that have not been previously reported, including at least one image. The stories should feature a program success, notable event, or other important achievement. Stories that focus on beneficiaries and demonstrate the impact of the activity are preferred. These stories should typically be one page and formatted to facilitate USAID internal and external communications. The AOR may provide a template for reporting success stories.

- 6. Final Report:** The Recipient must submit a final report to the AOR, with copies to the Agreement Officer, USAID Development Experience Clearinghouse at e-mail: DocSubmit@usaid.gov, and USAID/Nigeria Monitoring and Evaluation Unit at e-mail:

abujaprogramme@usaid.gov. The final report must be submitted no later than 90 calendar days after the expiration or termination of the award. The final report shall also consolidate activities and analyses of all partners into one document and their activities and progress towards results.

- a. The final report shall also consolidate activities and analyses of all partners into one document and their activities and progress towards results. The intent of the final performance report is to present the results and impact of the program since inception prior to final closeout.
- b. Executive Summary outlining award accomplishments, results, evidence-based conclusions, and recommendations for future assistance to achieve the goals of the program.
- c. The final performance report will present results and achievements for the current year and life of the project, including an analysis of what did or did not work, conclusions, and recommendations.
- d. The report should include a summary of problems/obstacles encountered during the implementation, and how those obstacles were addressed and overcome.
- e. For the final performance report, data for all indicators as documented in the AMELP, should be reported. Data should be clearly reported in a table showing results for (1) the annual results, and (2) the aggregate results of the program since inception.
- f. The indicator data report should be accompanied by a narrative discussion of the results as necessary to explain positive or negative deviations from expectations as defined in the work plan and AMELP.
- g. The final performance report should include an evidence-based analysis of program performance and results, identifying both strengths and weaknesses.
- h. Other topics that may be addressed in the final report include:
 - i. Reasons why established goals were not met;
 - ii. If relevant, analysis and explanation of cost overruns or high unit costs;
 - iii. Lessons learned best practices, and other findings; and
 - iv. Recommendations for future programming under each of the program results.
- i. The report should include success stories, each including at least one image. The stories should feature a program success, notable event, or other important achievement. Stories that focus on beneficiaries and demonstrate the impact of the activity are preferred. These stories should typically be one page and formatted to facilitate USAID internal and external communications.

7. Security Reporting

As part of the overall security requirements, the Recipient must report any security threats and/or incidents verbally / by telephone, immediately to the following USAID/Nigeria representatives:

- Security & Safety Specialist and any other USAID/Nigeria EXO designated official(s);
- Executive Officer (EXO); and
- Agreement Officer Representative (AOR) or Alternate AOR in the AOR's absence.

Subsequently, a written report shall be submitted in accordance with approved procedures delineated below. The Recipient shall develop a list of specific steps to track any potential/identified threats, which will be part of its overall security system. All sub-awardees will be required by the Recipient to report any threats/incidents to the Recipient, who will immediately after, notify the above listed USAID/Nigeria representatives.

(a) Security Reporting Responsibilities

USAID requires appropriate security reports be submitted to the Nigeria Safety & Security Specialist, Executive Office; AOR and other USAID/Nigeria officials as directed by USAID Executive Office. The type and frequency of these reports may vary with the activity scope, location, and criticality. The Recipient shall report an Initial Threat Assessment and subsequent changes as often as the situation requires (weekly, bi-weekly, monthly etc.). The Recipient is also required to notify USAID of any security-related incident in a timely manner according to the following guidelines:

(b) Incident Reporting

There are various types of Incident Reporting: Serious Incident Report (SIR); Incident Report (IR); Situation Report (SITREP); and any other security-related report that may be required by USAID.

(i) Serious Incident Report (SIR)

- An incident that involves the death, injury, kidnapping of implementing partner (IP) personnel and/or damage to IP property;
- An incident that has critically damaged the funded program, such as fire, catastrophic flood, etc.;
- Initial SIR must be reported orally immediately, and within four (4) hours of the incident occurrence/discovery;
- A complete SIR must be filed in writing/e-mail within 24 hours of the incident;
- Updated written SIR will continue to be filed in a timely basis (daily, weekly) as long as the situation exists. The timeline will be adjusted as required by USAID-Nigeria Safety & Security Office; and
- Final Report SIR will summarize the incident, the subsequent happenings and the final resolution.

(ii) Incident Report (IR)

- An incident involving accidents, potential harm, suspicious persons or acts, threats or harassing actions against personnel or the program.
- IR should be initially reported orally immediately, followed up with a written report filed as soon as possible (within 24 hours). After the incident is evaluated, a complete detailed written report must be submitted to USAID- Nigeria, not later than 72 hours after the incident.

(iii) Situation Report (SITREP)

- A report that a significant, but not critical action or activity, has taken place that has impacted, or may impact, on the well-being of the personnel or the success of the program.
- This report may describe trends, second-hand information that may have bearing on the activity, or impact on future operations.
- There is no pre-determined reporting timeline. The report will be issued as needed and required by USAID Nigeria Safety & Security Office.

Telephonic communication is the preferred method to provide the initial information of an incident. A written report by e-mail must follow as soon as possible within the above-described guidelines and it shall be as detailed as possible. The report shall follow the format approved in the original Security Plan but at a minimum it shall contain the name of the IP or sub-awardee, name of the victim(s), date, time, a description of what happened, where the incident occurred, and any other relevant details surrounding the incident. If this is an ongoing incident, progress reports should be submitted in accordance with the guidelines provided in order to keep USAID/Nigeria security personnel apprised of the situation.

(c) Special Agreement Requirements

Applicants must carefully consider the following special provisions to be incorporated in the resulting agreement:

(1) *Security Conditions:* The Recipient must be aware of security conditions in Nigeria, and by entering into an agreement, assumes full responsibility for the safety of its employees. Prior to commencing work, the Recipient shall ensure that it has adequate procedures in place to advise its employees of situations or changed conditions that could adversely affect their security. In order to keep abreast of security conditions in Nigeria, the Recipient shall seek information from all available sources, including the USAID Nigeria EXO/Safety & Security Office (SSO), for all areas in which its employees work or travel. The Recipient acknowledges that security conditions are subject to change at any moment, that USAID cannot guarantee the accuracy of any information that it may provide to the Recipient and that USAID assumes no responsibility for the reliability of such information. The Recipient has sole responsibility for approving all travel plans for its employees and/or their dependents traveling to post if allowed by the Recipient's personnel internal policies. The Recipient will also be responsible for immediately notifying USAID Nigeria and the U.S. Embassy American Citizen Services section in the event a U.S. citizen employee does not return from travel as expected or does not report to work. In the event that USAID requests the Recipient to do so, the Recipient's Chief of Party (COP) shall assume responsibility for contacting all of its employees. The Recipient shall provide to the USAID Nigeria EXO/SSO the name, current address, and current home and/or cellular telephone number of the COP and of an alternate designated employee. The Recipient will be responsible for ensuring that the information on file in the USAID Nigeria EXO/SSO is up-to-date so that in an emergency, the COP or alternate representative can be reached immediately and he/she can rapidly contact all other affected employees.

The Recipient will be requested to notify the USAID/Nigeria Agreement Officer's Representative (AOR) and EXO/SSO about any changes of the individual listed in the security plan as in charge of security.

Once the agreement is awarded, the Recipient shall be required to submit a list of all personnel involved in the implementation of the activity, including subawardees' personnel. This is defined as all personnel of the Recipient and subawardees for whom at least a portion of their compensation is paid out of the activity budget. The required list shall be submitted to the AOR and EXO/SSO no later than 30 days after the start date of the agreement and must be updated every quarter after the start date of the agreement and/or if a change of personnel happens.

(2) *Security Protocol:* The Recipient shall develop a security plan to safeguard all activity operations and to comply with all United States Government regulations and Nigerian law. The plan is to be implemented and maintained also by all subcontractors (and/or sub-grantees). The security plan will be reviewed by the Agreement Officer in consultation with USAID/Nigeria's EXO/SSO.

The plan shall include:

- Procedures for reporting and addressing security threats;
- Procedures for reporting any deaths related to the activity;
- Procedures for reporting and addressing any persons missing or kidnapping incidents;
- Name and contact information of security contact person for the head office and regional office(s); and
- An internal "cascade" list for communicating with staff, which should be updated/maintained by the Recipient. The Recipient shall provide the name, address and telephone numbers of the COP and their designee to USAID as principal contacts in case of security situations/emergencies. The Recipient will be responsible for passing information to their staff.

(3) *Life Support and Security Services:* The Recipient will be responsible for maintaining the security of its personnel, materials and equipment. All employees of the Recipient must meet the requirements of their work-site, which may include, but not limited to background checks, security/restricted area clearances, drug-free workplace, safety training and/or any other IP safety and security requirements.

The Applicant will provide USAID/Nigeria a Security Plan and budget for security costs as part of its application as further detailed in Section IV of this NOFO. The Security Plan and budget shall delineate and justify for reasonableness all costs and provide a coherent, overall integrated security plan that demonstrates that the Applicant has undertaken a thoughtful review of their security needs and includes analysis of the various elements of a security system.

(4) *Allowable Reimbursement for Security Training:* USAID award recipients that would like to seek reimbursement for sending employees to security-related training will need to first seek approval from their AOR. Provided the cost associated with attending the identified training does not exceed the small purchase threshold outlined in their award, they will not need to notify

their AO, although copying them on the correspondence seeking approval for attendance and reimbursement is recommended.

The request to attend and be reimbursed for the training will need to follow the usual Procurement Justification process. The request should identify who would be attending, the associated cost, and a justification. A justification with language similar to the following should suffice:

In Nigeria the ability to provide aid is being hampered by the rising security threats faced by humanitarian and development workers and the increasing difficulties they face in accessing affected populations. Security training is needed to train aid workers on how to help prevent incidents from happening and learning strategies to stay safe so services can be delivered. A good training program covering such topics as situational awareness, personal security, crisis and hostage management, defensive driving, first aid, and carjacking will provide Implementing Partners with the skills they need to work in potentially adverse areas of the country.

The AOR will respond to requests for training within two (2) business days of receiving the request. Once the approval is received from the AOR, the requestor may proceed with taking the training.

Once the training has been completed, reimbursement is requested in the manner outlined in the organization's normal reimbursement process. If an awardee has a training line item in their approved budget, they are free to proceed without seeking approval from their AOR. If an award recipient is willing to absorb the cost of the training and does not intend to seek reimbursement, there is no need for them to notify their AOR.

4. Program Income

USAID does not anticipate program income under this award. Implementers will need to consult with USAID if they generate program income to determine how it should be handled.

5. Environmental Compliance

(a) The Foreign Assistance Act of 1961, as amended, Section 117 requires that the impact of USAID's activities on the environment be considered and that USAID include environmental sustainability as a central consideration in designing and carrying out its development programs. This mandate is codified in Federal Regulations (22 CFR 216) and in USAID's Automated Directives System (ADS) Parts 201.5.10g and 204 (<http://www.usaid.gov/policy/ads/200/>), which, in part, require that the potential environmental impacts of USAID-financed activities are identified prior to a final decision to proceed and that appropriate environmental safeguards are adopted for all activities. The Recipient's environmental compliance obligations under these regulations and procedures are specified in the following paragraphs of this NOFO.

(b) The OTL activity may include "quick impact projects" that could have a significant impact on the environment or constitute major action requiring further environmental review. Pursuant to 22 CFR 216.2c USAID Environmental Procedures, a Negative Determination with Conditions applies, given that the proposed activity may have an effect on the natural or physical environment. If the

Recipient chooses to issue sub-grants to host country organizations, it is anticipated that these interventions under such arrangement could have adverse environmental impacts, and so the Recipient must use an environmental review checklist in screening grant proposals to determine if this is the case.

(c) In addition, the Recipient must comply with host country environmental regulations unless otherwise directed in writing by USAID. In case of conflict between host country and USAID regulations, the latter shall govern.

(d) An Initial Environmental Examination (IEE) has been approved for the FY2013-FY2018 USAID/Nigeria Development Objective (DO) 4, “Equitable Quality Education Accessed” Programs in the Education sector. The IEE went through a simplified amendment with a new end date of 09/30/2021. The IEE covers activities expected to be implemented under this award. USAID has determined that a **Categorical Exclusion**, and a **Negative Determination with Conditions** applies to one or more of the proposed activities. This indicates that if these activities are implemented subject to the specified conditions, they are expected to have no significant adverse effect on the environment. The Recipient shall be responsible for implementing all IEE conditions pertaining to interventions to be funded under this award, including the development of an Environmental Mitigation and Monitoring Plan (EMMP).

(e) As part of its initial work plan, and all annual work plans thereafter, the Recipient, in collaboration with the USAID Agreement Officer’s Representative and Mission Environmental Officer, shall review all ongoing and planned interventions under this award to determine if they are within the scope of the approved Regulation 216 environmental documentation.

(f) If the Recipient plans any new interventions outside the scope of the approved Regulation 216 environmental documentation, it shall prepare an amendment to the documentation for USAID review and approval. No such new interventions shall be undertaken prior to receiving written USAID approval of environmental documentation amendments.

(g) Any ongoing interventions found to be outside the scope of the approved Regulation 216 environmental documentation shall be halted until an amendment to the documentation is submitted and written approval is received from USAID.

(h) Unless the approved Regulation 216 documentation contains a complete EMMP, the Recipient shall prepare an EMMP describing how the Recipient will, in specific terms, implement all IEE and/or Environmental Analysis (EA) conditions that apply to proposed activities within the scope of the award. The EMMP shall include monitoring the implementation of the conditions and their effectiveness. The EMMP template can be found via this link: <http://usaidgems.org/compliance.htm>

(i) The Recipient must integrate a completed EMMP into the initial work plan and budget.

(j) The Recipient must integrate an EMMP into subsequent Annual Work Plans, making any necessary adjustments to activity implementation in order to minimize adverse impacts to the environment.

(k) USAID anticipates that environmental compliance and achieving optimal development outcomes for the proposed activities will require environmental management expertise. Applicants should therefore include as part of their application their approach to achieving environmental compliance and management, to include:

- The Applicant's approach to developing and implementing an environmental review process for a sub-grant fund and/or an EMMP.
- The Applicant's approach to providing necessary environmental management expertise, including examples of past experience of environmental management of similar activities.
- The Applicant's illustrative budget for implementing the environmental compliance activities. For the purposes of this NOFO, Applicants should reflect illustrative costs for environmental compliance implementation and monitoring in their cost application.

Climate Risk Management

An initial climate risk management (CRM) screening in accordance with the Mandatory Reference in ADS Chapter 201: CRM for USAID Projects and Activities (ADS Guidance) consisting of a climate risk screening table and associated brief narrative has been conducted and approved for this activity. A low risk was identified for this activity requiring no other action.

6. Other Requirements: N/A

[END OF SECTION F]

SECTION G: FEDERAL AWARDING AGENCY CONTACT(S)

1. NOFO Points of Contact

The point of contacts for this NOFO and for any questions during the NOFO process is:

See Section D.1

2. Acquisition and Assistance Ombudsman

The A&A Ombudsman helps ensure equitable treatment of all parties who participate in USAID's acquisition and assistance process. The A&A Ombudsman serves as a resource for all organizations who are doing or wish to do business with USAID. Please visit this page for additional information: <https://www.usaid.gov/work-usaid/acquisition-assistance-ombudsman>

[The A&A Ombudsman may be contacted via: Ombudsman@usaid.gov](mailto:Ombudsman@usaid.gov)

[END OF SECTION F]

SECTION H: OTHER INFORMATION

1. Other Information:

USAID reserves the right to fund any or none of the applications submitted. The Agreement Officer is the only individual who may legally commit the Government to the expenditure of public funds. Any award and subsequent incremental funding will be subject to the availability of funds and continued relevance to Agency programming.

Applications with Proprietary Data

Applicants who include data that they do not want disclosed to the public for any purpose or used by the U.S. Government except for evaluation purpose, should mark the cover page with the following:

“This application includes data that must not be disclosed duplicated, used, or disclosed – in whole or in part – for any purpose other than to evaluate this application. If, however, an award is made as a result of – or in connection with – the submission of this data, the U.S. Government will have the right to duplicate, use, or disclose the data to the extent provided in the resulting award. This restriction does not limit the U.S. Government’s right to use information contained in this data if it is obtained from another source without restriction. The data subject to this restriction are contained in sheets {insert sheet numbers}.”

Additionally, the applicant must mark each sheet of data it wishes to restrict with the following:

“Use or disclosure of data contained on this sheet is subject to the restriction on the title page of this application.”

2. List of Annexes

- a) ANNEX #1: Illustrative Budget Template**
- b) ANNEX #2: Standard Provisions**
- c) ANNEX #3: Abbreviations and Acronyms**
- d) ANNEX #4: SAM Quick Start Guide for New Foreign Registration**
- e) ANNEX #5: SAM Quick Start Guide for New Grantee Registration**
- f) ANNEX #6: Past Performance Information**
- g) ANNEX #7: Sample Format for Initial Security Plan**
- h) ANNEX #8: Branding and Marking Waiver**
- i) ANNEX #9: USAID/Nigeria Quarterly Standard Reporting Format**

[END OF SECTION H]

ANNEX #1 – ILLUSTRATIVE SUMMARY BUDGET TEMPLATE

Category	Year 1 Example for Year 1 through Year 5			Grand Total	
	Base/ Units	Rate/ Unit Cost	Total	5-Year Total Base/Units	5-Year Total Amount
Personnel					\$
a) Long Term Expatriate Staff					
b) Local Professionals					
b) Local Support Staff					
c) Home Office					
Personnel Total					
Fringe Benefits					\$
a) Long Term Expatriate Staff					
b) Local Professionals					
b) Local Support Staff					
c) Home Office					
Travel					\$
a) Entitlement Travel					
b) Programmatic Travel					
Equipment					\$
a) Above \$5,000					
b) Below \$5,000					
Supplies					\$
Contractual					\$

Other Direct Costs (as applicable) Examples - a) Security Costs b) Consultants i) International/Regional ii) Local c) Allowances i) Long Term Expat ii) Short Term Expat d) Participant Training (including Tuition and Travel costs if any)					\$
Total Direct Charges					\$
Indirect Charges					\$
a) Overhead b) G&A					\$
Total Estimated Amount					\$

ANNEX #2 - STANDARD PROVISIONS

(Note: the full text of these provisions may be found at: <https://www.usaid.gov/ads/policy/300/303maa> and <https://www.usaid.gov/ads/policy/300/303mab>). The actual Standard Provisions included in the award will be dependent on the organization that is selected. The award will include the latest **Mandatory Provisions** for either U.S. or non-U.S. Nongovernmental organizations. The award will also contain the following “**required as applicable**” Standard Provisions:

Please note that the resulting award will include all standard provisions (both mandatory and required as applicable) in full text.

REQUIRED AS APPLICABLE STANDARD PROVISIONS FOR U.S. NONGOVERNMENTAL ORGANIZATIONS

Required	Not Required	Standard Provision
TBD		RAA1. NEGOTIATED INDIRECT COST RATES - PREDETERMINED (NOVEMBER 2020)
		RAA2. NEGOTIATED INDIRECT COST RATES - PROVISIONAL (Nonprofit) (NOVEMBER 2020)
		RAA3. NEGOTIATED INDIRECT COST RATE - PROVISIONAL (Profit) (DECEMBER 2014)
		RAA4. INDIRECT COSTS – DE MINIMIS RATE (NOVEMBER 2020)
Yes		RAA5. EXCHANGE VISITORS AND PARTICIPANT TRAINING (JUNE 2012)
	No	RAA6. VOLUNTARY POPULATION PLANNING ACTIVITIES – SUPPLEMENTAL REQUIREMENTS (JANUARY 2009)
	No	RAA7. PROTECTION OF THE INDIVIDUAL AS A RESEARCH SUBJECT (APRIL 1998)
	No	RAA8. CARE OF LABORATORY ANIMALS (MARCH 2004)
	No	RAA9. TITLE TO AND CARE OF PROPERTY (COOPERATING COUNTRY TITLE) (NOVEMBER 1985)
	No	RAA10. COST SHARING (MATCHING) (FEBRUARY 2012)
Yes		RAA11. PROHIBITION OF ASSISTANCE TO DRUG TRAFFICKERS (JUNE 1999)
	No	RAA12. INVESTMENT PROMOTION (NOVEMBER 2003)
Yes		RAA13. REPORTING HOST GOVERNMENT TAXES (DECEMBER 2014)
Yes		RAA14. FOREIGN GOVERNMENT DELEGATIONS TO INTERNATIONAL CONFERENCES (JUNE 2012)
	No	RAA15. CONSCIENCE CLAUSE IMPLEMENTATION (ASSISTANCE) (FEBRUARY 2012)
	No	RAA16. CONDOMS (ASSISTANCE) (SEPTEMBER 2014)
	No	RAA17. PROHIBITION ON THE PROMOTION OR ADVOCACY OF THE LEGALIZATION OR PRACTICE OF PROSTITUTION OR SEX TRAFFICKING (ASSISTANCE) (SEPTEMBER 2014)
Yes		RAA18. USAID DISABILITY POLICY - ASSISTANCE (DECEMBER 2004)
	No	RAA19. STANDARDS FOR ACCESSIBILITY FOR THE DISABLED IN USAID ASSISTANCE AWARDS INVOLVING CONSTRUCTION (SEPTEMBER 2004)

	No	RAA20. STATEMENT FOR IMPLEMENTERS OF ANTI-TRAFFICKING ACTIVITIES ON LACK OF SUPPORT FOR PROSTITUTION (JUNE 2012)
	No	RAA21. ELIGIBILITY OF SUBRECIPIENTS OF ANTI-TRAFFICKING FUNDS (JUNE 2012)
	No	RAA22. PROHIBITION ON THE USE OF ANTI-TRAFFICKING FUNDS TO PROMOTE, SUPPORT, OR ADVOCATE FOR THE LEGALIZATION OR PRACTICE OF PROSTITUTION (JUNE 2012)
Yes		RAA23. UNIVERSAL IDENTIFIER AND SYSTEM FOR AWARD MANAGEMENT (NOVEMBER 2020)
Yes		RAA24. REPORTING SUBAWARDS AND EXECUTIVE COMPENSATION (NOVEMBER 2020)
	No	RAA25. PATENT REPORTING PROCEDURES (NOVEMBER 2020)
	No	RAA26. ACCESS TO USAID FACILITIES AND USAID'S INFORMATION SYSTEMS (AUGUST 2013)
Yes		RAA27. CONTRACT PROVISION FOR DBA INSURANCE UNDER RECIPIENT PROCUREMENTS (DECEMBER 2014)
Yes		RAA28. AWARD TERM AND CONDITION FOR RECIPIENT INTEGRITY AND PERFORMANCE MATTERS (April 2016)
NA		RAA29. RESERVED
	No	RAA30. PROGRAM INCOME (AUGUST 2020)
	No	RAA31. NEVER CONTRACT WITH THE ENEMY (NOVEMBER 2020)

REQUIRED AS APPLICABLE STANDARD PROVISIONS FOR NON-U.S. NONGOVERNMENTAL ORGANIZATIONS

Required	Not Required	Standard Provision
TBD		RAA1. ADVANCE PAYMENT AND REFUNDS (NOVEMBER 2020)
		RAA2. REIMBURSEMENT PAYMENT AND REFUNDS (DECEMBER 2014)
TBD		RAA3. INDIRECT COSTS – NEGOTIATED INDIRECT COST RATE AGREEMENT (NICRA) (NOVEMBER 2020)
		RAA4. INDIRECT COSTS – CHARGED AS A FIXED AMOUNT (NONPROFIT) (JUNE 2012)
		RAA5. INDIRECT COSTS – DE MINIMIS RATE (NOVEMBER 2020)
Yes		RAA6. UNIVERSAL IDENTIFIER AND SYSTEM OF AWARD MANAGEMENT (NOVEMBER 2020)
Yes		RAA7. REPORTING SUBAWARDS AND EXECUTIVE COMPENSATION (NOVEMBER 2020)
Yes		RAA8. SUBAWARDS (DECEMBER 2014)
Yes		RAA9. TRAVEL AND INTERNATIONAL AIR TRANSPORTATION (DECEMBER 2014)
Yes		RAA10. OCEAN SHIPMENT OF GOODS (JUNE 2012)
Yes		RAA11. REPORTING HOST GOVERNMENT TAXES (JUNE 2012)
		RAA12. PATENT RIGHTS (JUNE 2012)
Yes		RAA13. EXCHANGE VISITORS AND PARTICIPANT TRAINING (JUNE 2012)
	No	RAA14. INVESTMENT PROMOTION (NOVEMBER 2003)
	No	RAA 15. COST SHARE (JUNE 2012)
	No	RAA16. PROGRAM INCOME (AUGUST 2020)

Yes		RAA17. FOREIGN GOVERNMENT DELEGATIONS TO INTERNATIONAL CONFERENCES (JUNE 2012)
Yes		RAA18. STANDARDS FOR ACCESSIBILITY FOR THE DISABLED IN USAID ASSISTANCE AWARDS INVOLVING CONSTRUCTION (SEPTEMBER 2004)
	No	RAA19. PROTECTION OF HUMAN RESEARCH SUBJECTS (JUNE 2012)
	No	RAA20. STATEMENT FOR IMPLEMENTERS OF ANTI-TRAFFICKING ACTIVITIES ON LACK OF SUPPORT FOR PROSTITUTION (JUNE 2012)
	No	RAA21. ELIGIBILITY OF SUBRECIPIENTS OF ANTI-TRAFFICKING FUNDS (JUNE 2012)
	No	RAA22. PROHIBITION ON THE USE OF ANTI-TRAFFICKING FUNDS TO PROMOTE, SUPPORT, OR ADVOCATE FOR THE LEGALIZATION OR PRACTICE OF PROSTITUTION (JUNE 2012)
	No	RAA23. VOLUNTARY POPULATION PLANNING ACTIVITIES – SUPPLEMENTAL REQUIREMENTS (JANUARY 2009)
	No	RAA24. CONSCIENCE CLAUSE IMPLEMENTATION (ASSISTANCE) (FEBRUARY 2012)
	No	RAA25. CONDOMS (ASSISTANCE) (SEPTEMBER 2014)
	No	RAA26. PROHIBITION ON THE PROMOTION OR ADVOCACY OF THE LEGALIZATION OR PRACTICE OF PROSTITUTION OR SEX TRAFFICKING (ASSISTANCE) (SEPTEMBER 2014)
	No	RAA27. LIMITATION ON SUBAWARDS TO NON-LOCAL ENTITIES (JULY 2014)
Yes		RAA28. CONTRACT PROVISION FOR DBA INSURANCE UNDER RECIPIENT PROCUREMENTS (DECEMBER 2014)
Yes		RAA29. CONTRACT AWARD TERM AND CONDITION FOR RECIPIENT INTEGRITY AND PERFORMANCE MATTERS (April 2016)
N/A		RAA30. RESERVED
	No	RAA31. NEVER CONTRACT WITH THE ENEMY (NOVEMBER 2020)

ANNEX #3 - ABBREVIATIONS AND ACRONYMS

ABEP - Accelerated Basic Education Program

AEP - Accelerated Education Program

AENN - Addressing Education in Northeast Nigeria

AMELP - Activity Monitoring, Evaluation, and Learning Plan

ASC - Annual School Census

CLA - Collaborating, Learning, and Adapting

CSO - Civil Society Organization

DIV - Development Innovation Venture

DUNS - Dun and Bradstreet Universal Numbering System

ECR - Education Crisis Response

EIN - Employer Identification Number

FAA - Foreign Assistance Act of 1961

FCT - Federal Capital Territory

GDL - Global Development Lab

GESI - Gender Equality and Social Inclusion

GON - Government of Nigeria

IRC - International Rescue Committee

LAYS - Learning Adjusted Years of Schooling

LGA - Local Government Area

NMEC - National Commission for Mass Literacy, Adult and Non-Formal Education

NEDS - National Education Data Survey

NEI - Northern Education Initiative

NFE - Non-Formal Education

NFLC - Non-Formal Learning Center

NMEC - National Commission for Mass Literacy, Adult and Non-Formal Education

OTL - Opportunities to Learn

RERA - Rapid Education and Risk Analysis

RFA - Request for Assistance

SRGBV - School-Related Gender-Based Violence

SEL - Social Emotional Learning

SUBEB - State Universal Basic Education Boards

TLM - Teaching and Learning Materials

USAID - United States Agency for International Development

USG - United States Government

ANNEX #4 - SAM QUICK START GUIDE FOR NEW FOREIGN REGISTRATION



Quick Start Guide For New Foreign Registrations

Helpful Information

SAM is the official **free, government-operated website** – there is NO charge to register or maintain your entity registration record in SAM.

What is an Entity?

In SAM, your company / business / organization is referred to as an "Entity." You register your entity to do business with the U.S. Federal government by completing the registration process in SAM.

What do I need to get started?

1. **DUNS Number:** You need a Data Universal Numbering System (DUNS) number to register your entity in SAM. DUNS numbers are unique for each physical location you want to register.
2. **NATO Commercial and Government Entity (NCAGE) Code:** Foreign entities must obtain a NCAGE code for each DUNS number they plan to register in SAM **before** you start the registration process.

How do I get a DUNS number?

If you do not have one, you can request a DUNS number for **free** to do business with the U.S. Federal government by visiting Dun & Bradstreet (D&B) at <http://fedgov.dnb.com/webform>. It takes up to 5 business days to obtain an international DUNS number.

How do I get an NCAGE code?

For instructions on obtaining a NCAGE, visit: http://www.dhs.gov/mli/Forms/Form_AC135.asp. Make sure the name and address information you provide to get your NCAGE code is the same as what you used to get your DUNS number. It takes up to 3 business days to obtain a NCAGE code.

What about a Taxpayer Identification Number (TIN)?

You only need a TIN if your entity pays U.S. taxes. If you are a foreign entity that does not pay taxes in the U.S., do **not** enter a number in the TIN field during registration.

Steps for Registering

1. Type www.sam.gov in your Internet browser address bar.
 2. Create a SAM Individual User Account (be sure to validate your e-mail address to activate the user account), then Login.
 3. Select "Register New Entity" under "Register/Update Entity" on your "My SAM" page.
 4. Select your type of Entity, most likely "Business or Organization." Definitions are in the Content Glossary on the right side of the page.
 5. Tell the system **why** you are registering in SAM. This determines what information you have to provide.
 - Are you interested in bidding on Federal contracts? If you say "Yes," you will complete all four sections in SAM.
 - Are you just interested in becoming eligible to apply for grants or other Federal financial assistance? If you say "No" to the contracts question and "Yes" to the grants question, you will only have to complete the grant-related information.
 6. Complete your registration. On each page, required information that you must provide has a red asterisk (*) next to the name of the field. Here are a few helpful hints:
 - On the Business Information page, you will create a Marketing Partner Identification Number (MPIN). Write your MPIN down. It is used as a password in other government systems.
 - If you do not pay U.S. taxes, do not enter a TIN or select a TIN type. Leave those fields blank.
 - Only use the NCAGE code you got for your DUNS number. Remember, the name and address information **must** match on the DUNS and NCAGE records.
 - Make sure to select "Foreign Owned and Located" on the General Information page.
 - As a foreign entity, you do not need to provide Electronic Funds Transfer (EFT) banking information on the Financial Information page. If you do choose to provide this electronic banking information, it **must** be for a U.S. bank; SAM cannot accept foreign banking information. The remittance name and address are the only mandatory information for you on this page.
 - In the "Points of Contact" section, list the names of people **in your organization** who know about this registration in SAM and why you want to do business with the U.S. Federal government. These are called "Points of Contact" or POCs.
 7. Make sure to hit [Submit] after your final review. You will get a Congratulations message on the screen. If you do not see this message, you did not submit your registration. What happens next?
 - Once approved by the IRS (if you entered a TIN) and the Commercial and Government Entity (CAGE) system, you will get an email from SAM.gov when your entity registration is active.
- Please give yourself plenty of time before your contract or grant application deadline. Allow up to 10 business days after you submit before your registration is active in SAM, then an additional 24 hours for other systems such as Grants.gov to recognize your information.**

For help registering in SAM, contact the supporting Federal Service Desk (FSD) at <https://www.fsa.gov/>.



ANNEX #5 - SAM QUICK START GUIDE FOR NEW GRANTEE REGISTRATION



Quick Start Guide For New Grantee Registration

Helpful Information

What is an Entity?

In SAM, your company / business / organization is referred to as an "Entity." You register your entity to do business with the U.S. Federal government by completing the registration process in SAM.

SAM is the official **free, government-operated website** – there is NO charge to register or maintain your entity registration record in SAM.

What do I need to get started?

DUNS Number

You need a Data Universal Numbering System (DUNS) number to register your entity in SAM. DUNS numbers are unique for each physical location you are registering.

If you do not have one, you can request a DUNS number for **free** to do business with the U.S. Federal government by visiting Dun & Bradstreet (D&B) at <http://fedgov.dnb.com/webform>. It takes no more than 1-2 business days to obtain a DUNS number.

Taxpayer Identification Number

You need your entity's Taxpayer ID Number (TIN) and taxpayer name (as it appears on your most recent tax return). Foreign entities that do not pay employees within the U.S. do not need to provide a TIN. Your TIN is usually your Employer Identification Number (EIN) assigned by the Internal Revenue Service (IRS).

Sole proprietors may use their Social Security Number (SSN) assigned by the Social Security Administration (SSA) as their TIN, but are strongly encouraged to obtain a free EIN from the IRS by visiting: <http://www.irs.gov/Businesses/Small-Businesses-&-Self-Employed/How-to-Apply-for-an-EIN>. Allow approximately two weeks before your new EIN is ready for use when registering in SAM.

Steps for Registering

1. Type www.sam.gov in your Internet browser address bar.
2. Create a SAM Individual User Account (be sure to validate your e-mail address), then Login.
3. Select "Register New Entity" under "Register/Update Entity" on your "My SAM" page.
4. Select your type of Entity. Definitions are in the Glossary to the right.
5. If you are registering in SAM.gov so you can apply for a Federal financial assistance opportunity on Grants.gov, and are not interested in pursuing Federal contracts, you will have a much shorter registration path. To choose this "grants only" path:
 - Select "No" to "Do you wish to bid on contracts?"
 - Select "Yes" to "Do you want to be eligible for grants and other federal assistance?"
6. Complete the "Core Data" pages:
 - Validate your DUNS information.
 - Enter Business Information (TIN, etc.) This page is also where you create your Marketing Partner Identification Number (MPIN). Write the MPIN down as it will serve as a password for you in other government systems. You will need it for your Grants.gov registration.
 - Enter your CAGE code if you have one, but remember, CAGE codes are tied to DUNS numbers and cannot be reused. Don't worry if you don't have a CAGE code for the DUNS number you are registering: one will be assigned to you after your registration is submitted. Foreign registrants must enter their NCAGE code before proceeding.
 - Enter General Information (business types, organization structure, etc.) about your entity.
 - Provide your entity's Financial Information, i.e. U.S. bank Electronic Funds Transfer (EFT) Information for Federal government payment purposes. Foreign entities do not need to provide EFT information.
 - Answer the Executive Compensation questions.
 - Answer the Proceedings Details questions.
7. Complete the "Points of Contact" pages:
 - Your Electronic Business POC is integral to your Grants.gov registration and application process. Your Government POC will be used by other government systems, such as CAGE, when they contact you. List someone with direct knowledge of this registration for both of those POCs.
8. Make sure to hit [Submit] after your final review. You will get a Congratulations message on the screen. If you do not see this message, you have not submitted your registration.
 - There are two external validation steps, one with the IRS and another with CAGE, after you submit. You will receive an email from SAM.gov when your registration is active.

Please give yourself plenty of time before your grant application submission deadline. Allow up to 7-10 business days after you submit before your registration is active in SAM, then an additional 24 hours for Grants.gov to recognize your information.

For help registering in SAM, contact the supporting Federal Service Desk (FSD) at <https://www.fsa.gov/>.



ANNEX #6: PAST PERFORMANCE INFORMATION

1. Award Number:
2. Contractor/Recipient (Name and Address):
3. Type of Award:
4. Complexity of Work: Difficult _____ Routine _____
5. Description, location, and relevancy of work:
6. Dollar Value of Work: _____ Status: Active ____ Completed _____
7. Date of Award: _____ Award Completion Date (including extensions): _____
8. Type and Extent of Subawards:
9. Name, Address, Telephone Number, and E-mail Address of the Awarding Contracting/Agreement Officer and/or the Contracting/Agreement Officer 's Representative (and other references as applicable):

ANNEX #7: SAMPLE FORMAT FOR INITIAL SECURITY PLAN

INTRODUCTION

The items contained herein are to be considered a baseline in the development of a Security Plan. As this guidance was developed for use across the Agency, it cannot take into account all “on-the-ground” situations. Thus, developers should consider the augmentation of their security plans to meet specific threats and possible emergencies posed by the environment.

Each USAID partner will look at its security posture differently. The plan must include:

- 1) An opening statement of management responsibilities with a brief description that summarizes the corporate, company, and or organizational philosophy regarding security in general (high profile, low profile etc.) and specifically towards this program/project.
- 2) A description/summary with an overview of the particular program/project. The plan must also indicate the intended method of managing the “safety and security program” i.e. in house by a security manager or contracted to a third party.
- 3) A Threat Analysis and a Risk Assessment conducted by a competent authority, preferably a professional Security Expert. This product must cover all facets of the Applicant's operations (i.e. lodging, office, transportation, operational area, etc.)
 - Current and previous security situation (to include crime, insurgent activity, kidnappings, police and military operations, etc.) in the area(s) of proposed program/project activities, the company's offices, and employee living areas.
 - Previous security incidents that involved the company and/or its personnel or other organizations in the vicinity previous and current threats against the company and/or its personnel.
- 4) Location(s) of proposed program/project offices and activities.
- 5) Period of Performance of the award.
- 6) The company's current security plan (if applicable) including perimeter security (i.e. "11' high, 1' foot thick, concrete and brick wall, with razor wire on top totaling approx. 13' that surrounds the facility/ies, CCTV system, 10' high metal entry/exit door manned by a 24/7 armed guard, with cabin, etc).
- 7) For requests of vehicles:
 - Number of vehicles requested
 - Vendor that will be utilized
 - Frequency of travel utilizing vehicles
 - Terrain
 - Driver Training Plan
 - Passenger orientation and driver training plan.

Note: Armored vehicles have different handling characteristics and drivers and perspective passengers should be trained in evasive driving techniques as well as handling the particular type of vehicle in emergency situations.

- 8) A security point of contact in case for questions or clarifications.
- 9) Planned methods to mitigate the threats, including evidence of an assessment or evaluation of alternative security precautions. These may include but not be limited to: Issuance and use of two-way radios and/or other communication networks, upgrading buildings, deploying guards and/or guard force, CCTV system, or purchasing additional vehicles as recommended by security experts, assessing the manner in which the FAV is envisaged to be used in terms of safety etc.
- 10) A cost breakdown along with comprehensive budget narrative. Initial funding request should be identified broken out by line item and incremental funding identified capturing annual cost and overall funding limit for the life of the award.

Please note that the above items are not an all-inclusive list; there may be additional relevant information or items to be considered. Therefore, when submitting a Security Plan, all relevant and necessary information must be addressed/explained.

SECURITY COUNTERMEASURES

The following topics are not part of an all-inclusive list, but represent a guidance of the elements the developer should consider to protect life and property from attack, theft, or environmental loss. If any of the topics is not considered relevant for the specific program/project, a short statement outlining why the topic is not relevant to the plan should be included.

Physical Security for the Program/Project Office(s) and/or personnel residences

- Facility Location(s) – provide pertinent security information for each facility and/or residences
- Site Plan(s) / photographs
- Perimeter
 - o Barriers (bollards/vehicle control/personnel access control/ditch)
 - o Perimeter wall (anti-climb/construction)
 - o Visitor and package/mail screening
 - o CCTV coverage and data storage – method to monitor and security of the storage medium.
 - o Lighting
 - o Setback
- ‘Hardline’ protection
 - o Wall construction
 - o Man-passable openings
 - o Doors and Locks
 - o Windows and Shatter Resistant Window Film (SRWF)
 - o Access control procedures
 - o Eliminating climbable platforms if applicable
- Interior

- SRWF
- CCTV (archiving)
- Imminent Danger Notification System type alarm
- Safe room - procedures
- Room locks
- Emergency procedures posted, drilled, and documented

Guard Force Considerations for the Program/Project Office(s) and/or personnel residences

- Guard Force
 - Guard force duties
 - Staffing per shift
 - Equipment that will be issued (armed/unarmed etc.)
 - Shift hours (avoid 12 hour shifts)
 - Pre-hire screening
 - Documented training (rules of engagement, firearms, first aid etc.)

Infrastructure

- Power
 - Generator (back-up power) size
 - Fuel delivery and storage
- Other Considerations
 - Potable water source and emergency supply
 - Environmental factors (flood/seismic)
 - Proximity to emergency response
 - Fire safety, smoke and carbon-monoxide alarms
 - Emergency food stores

SAFETY & SECURITY POLICIES AND PLANS

Corporate, company, and or organizational policies and plans that are specific to the program/project should be addressed.

Policies

- Incident reporting (SIR, IR, SR, etc.)
- Weapons on the premises/
- Premises access
- Pre-hire staff vetting
- Branding (USAID and other)
- ID issuance and display
- Medical treatment
- Movement on foot and vehicular
- Vehicle accident
- Night letters and other threats to staff
- Visitors access procedures
- Safeguarding sensitive information
- Travel policies including local, field and international.

- Compliance with licenses under Nigeria laws.

Plans

- Communications plan (including emergency cascade phone list)
- Fire in/on the premises
- Bomb threat
- Emergency Evacuation from premises
- Emergency Evacuation area/country
- Personal Recovery/Kidnapping release plan
- Emergency Action Plan

STAFF TRAINING

Training should be addressed at the outset of the program/project with scheduled refresher training included. Additionally, all training should be documented and recorded. Drills to establish the level of comprehension should also be considered.

Operational Security

- Cell phone
- Travel
- Handling of sensitive information
- Public
- Environmental Awareness/Cultural Sensitivity
- First Aid – what supplies and capabilities will be on premises
- Driving/Passenger Counterintelligence

ANNEX #8: BRANDING AND MARKING WAIVER



USAID | NIGERIA
FROM THE AMERICAN PEOPLE

TO: U.S. Agency for International Development (USAID)/Nigeria Chiefs of Party

FROM: USAID/Nigeria Office of Acquisition and Assistance (OAA)

DATE: April 29, 2013

SUBJECT: Branding and Marking Requirements Waiver for USAID-funded Awards in Northern Nigeria

Following our February 20, 2013 meeting where we discussed the recent security environment in Nigeria, I am writing to inform you that USAID/Nigeria has waived branding and marking requirements for USAID-funded awards implemented in the following Nigerian states: Adamawa, Bauchi, Borno, Gombe, Jigawa, Kaduna, Kano, Katsina, Kebbi, Niger, Plateau, Sokoto, Yobe and Zamfara.

Specifically, this waiver covers branding and marking requirements applicable to programs, projects, activities, public communications (e.g., radio spots, flyers, press articles, press conferences, media interviews, site visits, success stories, beneficiary testimonials, videos, webcasts, e-invitations, or other e-mails sent to group lists, such as participants for a training session blast e-mails or other Internet activities) intended for external consumption, and commodities with the USAID "Standard Graphic Identity" (or "USAID Identity."). USAID's identity shall continue to be used on materials intended for internal use, and USAID's support for the projects will continue to be conveyed to direct beneficiaries verbally. Where circumstances warrant, this waiver will include removal of USAID markings already affixed. Additionally, this waiver will "flow down" to recipients of sub-awards unless specified otherwise.

Please note that USAID/Nigeria reserves the right—on a case by case basis—to re-instate the branding and marking requirements on some activities, in whole or in part, as it deems appropriate at any time. In such cases, I will communicate USAID/Nigeria's position with you.

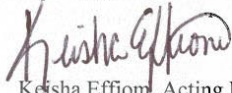
Further note that USAID/Nigeria will frequently review this waiver. If the security environment in these states improves, USAID/Nigeria may rescind this waiver and the branding and marking requirements approved in the Branding and Marking Plan will apply from the day that the waiver is rescinded. However, if insecurity intensifies and spreads to other regions in Nigeria, USAID/Nigeria may amend and apply this waiver to the affected areas.

The authority for this waiver can be found in AIDAR 752.7009(c), 22 CFR 226.91(j) and ADS 320.3.2.6 (a).

As usual, I encourage all USAID/Nigeria Implementing Partners to remain vigilant and in constant communication with their head offices and colleagues (other surrounding IPs and donors). In addition, I recommend that IPs join and use networks, such as the Overseas Security Advisory Council (OSAC), a voluntary group of American organizations operating in Nigeria that discuss and share security-related information.

If you have any questions or concerns, please do not hesitate to contact me at keffiom@usaid.gov.

Sincerely,

A handwritten signature in dark ink, appearing to read "Keisha Effiom". The signature is fluid and cursive, with the first name "Keisha" and last name "Effiom" clearly distinguishable.

Keisha Effiom, Acting Director
Office of Acquisition and Assistance (OAA)



USAID | NIGERIA

FROM THE AMERICAN PEOPLE

TO: U.S. Agency for International Development (USAID)/Nigeria Chiefs of Party

FROM: USAID/Nigeria Office of Acquisition and Assistance (OAA)

DATE: December 17, 2015

SUBJECT: Branding and Marking Requirements Waiver for USAID-funded Awards in Northern Nigeria

With reference to our earlier memo on the subject waiver dated April 29, 2013, I write to convey a change in the number of northern Nigeria states that are affected by this waiver. Due to a recent downgrade of the threat level issued by the U.S. Embassy's Regional Security Office, the waiver is rescinded for Kebbi and Niger states. Therefore, the remaining states covered by the waiver are: Adamawa, Bauchi, Borno, Gombe, Jigawa, Kaduna, Kano, Katsina, Plateau, Sokoto, Yobe and Zamfara.

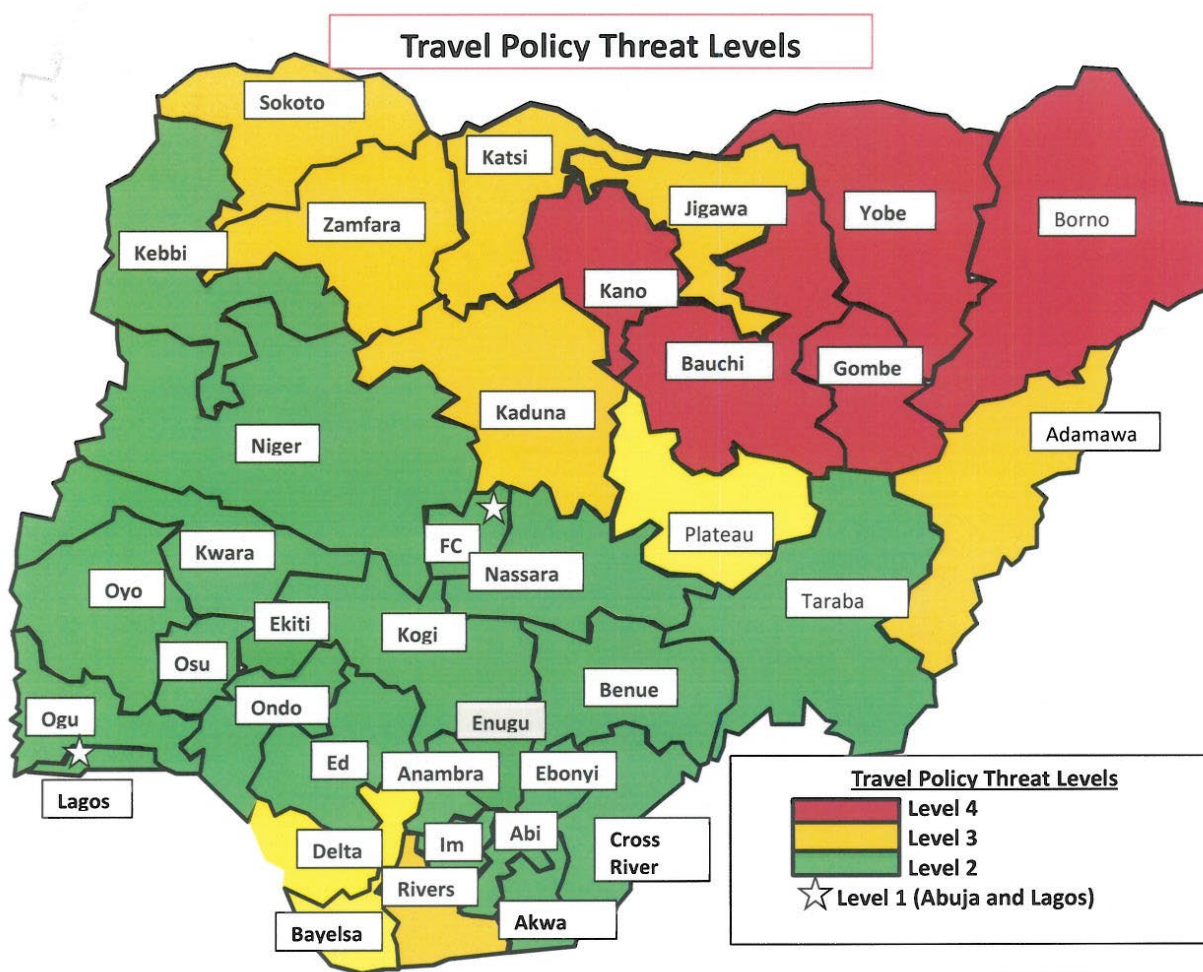
In addition, while this waiver remains in effect for these states, USAID/Nigeria wishes to remind all implementing partners that you are still responsible for conveying USAID's support for the projects to direct beneficiaries verbally. Please also note that you should ensure USAID receives appropriate recognition for our support in your interactions with stakeholders such as other donor agencies, governments and foundations, who present no security risk.

As before, I encourage all USAID/Nigeria Implementing Partners (IPs) to remain vigilant and in constant communication with their head offices, colleagues, other IPs and donors, and USAID/Nigeria regarding security issues. In addition, I recommend that IPs join and use networks, such as the Overseas Security Advisory Council (OSAC), a voluntary group of American organizations operating in Nigeria that discuss and share security-related information.

If you have any questions or concerns, please do not hesitate to contact me at glahsl@usaid.gov.

Sincerely,

Geoffrey Lohsl
Director,
Office of Acquisition and Assistance (OAA)



ANNEX #9: USAID/Nigeria Quarterly Standard Reporting Format



USAID | **NIGERIA**
FROM THE AMERICAN PEOPLE

[PROGRAM TITLE]

Quarterly Report

[XXXX] Quarter – MMMM DD to MMMM DD, YYYY

Submission Date: MMMM DD, YYYY

[Contract/Agreement] Number: [insert number]

Activity Start Date and End Date: MMMM DD, YYYY to MMMM DD, YYYY

[COR/AOR/Activity Manager] Name: [insert name]

Submitted by: [insert name], Chief of Party

[Name of Prime Implementing Partner]

[Insert address]

Tel: [insert number]

Email: [insert email]

This document was produced for review by the United States Agency for International Development Nigeria (USAID/Nigeria).

I. PROGRAM OVERVIEW/SUMMARY

Program Name:	
Activity Start Date And End Date:	
Name of Prime Implementing Partner:	
[Contract/Agreement] Number:	
Name of Subcontractors/Subawardees:	
Major Counterpart Organizations	
Geographic Coverage (cities and or countries)	
Reporting Period:	

I.1 Program Description/Introduction

Short and concise introductory section which gives a quick overview of the project, goals/objectives, target beneficiaries, geographical locations, etc. This is a standardized paragraph which can be used in each quarterly report. It should be **BRIEF**, no more than one page

I.2 Summary of Results to Date

Standard Indicators	Baseline FY YYYY	Annual Target	Q1 FY12	Q2 FY12	Q3 FY12	Q4 FY12	Annual Performance Achieved to the End of Reporting Period (%)	On Target Y/N

Note: The Results Performance Column depicts level of achievement expressed as a percentage of Actual versus Planned.

2. ACTIVITY IMPLEMENTATION PROGRESS

2.1 Progress Narrative

This brief narrative (1 or 2 pages) should highlight key achievements and whether the program is on/off track as far as work plan/targets in terms of (1) overall program progress for year and (2) the current reporting period (quarter).

2.2 Implementation Status

This should consist of a narrative of activities implemented per Intermediate Result Area, and include what was planned versus what was actually achieved.

2.3 Implementation challenges.

2.4 M& E Plan Update

Including data collection/quality issues; staff and sub-partner training on data quality protocols/methodologies; anticipated M&E plan revisions needed to indicators and/or out year targets.

3. INTEGRATION OF CROSSCUTTING ISSUES AND USAID FORWARD PRIORITIES

Address each where applicable and appropriate.

- 3.1 Gender Equality and Female Empowerment
- 3.2 Sustainability Mechanisms
- 3.3 Environmental Compliance
- 3.4 Youth Development
- 3.5 Policy and Governance Support
- 3.6 Local Capacity Development
- 3.7 Public Private Partnership (PPP) and Global Development Alliance (GDA) Impacts
- 3.8 Conflict Mitigation
- 3.9 Science, Technology, and Innovation Impacts

4. STAKEHOLDER PARTICIPATION AND INVOLVEMENT

Discuss government, regional organizations, NGOs, private sector, academia, other donors, etc.

5. MANAGEMENT AND ADMINISTRATIVE ISSUES

Discuss and issued that negatively affect project implementation. This can include project staff changes, software issues, etc.

6. LESSON LEARNED

Please provide a few examples of highlights of project learning. These can either be successes or failures, but show how adaptive learning is used in the program to improve implementation.

7. PLANNED ACTIVITIES FOR NEXT QUARTER INCLUDING UPCOMING EVENTS

Indicate opportunity/need for media and/or USAID/RDMA or bilateral Mission involvement, particularly for USAID project monitoring site visits.) Upcoming project events or any need for USAID troubleshooting.

8. WHAT DOES USAID NOT KNOW THAT IT NEEDS TO?

Identify any holes and gaps in our knowledge and how to address them.

9. HOW IMPLEMENTING PARTNER HAS ADDRESSED A/COR COMMENTS FROM THE LAST QUARTERLY OR SEMI-ANNUAL REPORT

If issues were raised please describe how you addressed them specifically.

ANNEX A: PROGRESS SUMMARY

Achieved progress versus planned for the period disaggregated by gender, geographic area and other relevant factors (use table below).

Table I(a): PMP Indicator progress - USAID Standard Indicators and Project Custom Indicators

[Strategic Objective]											
Indicator	Data Source	Baseline data		FY 20[XX]		Quarterly Status – FY 20[XX]				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
Intermediate Result (IR):											
Sub-IR:											
Sub-IR:											
Intermediate Result (IR):											
Sub-IR:											
Sub-IR:											

[illegible]

[OTHER ANNEXES]

[Most recent TraiNet report, and quarterly training plan, success stories, press releases, etc.]

[END OF ANNEXES]
[END OF NOFO]